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ABSTRACT

This directory lists 111 curriculum development projects in social studies and social science education at precollege levels. For each entry information is presented concerning the project director, name and address, the purposes of the project, a summary of what the project has done or intends to do, the grade level, the subject area, and the published material. Often an address is included from which published material or further information may be obtained. Projects are numbered in alphabetical order by title. An alphabetical index of authors is provided. (NH)

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Social Studies Education Projects:

an ASCD index

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Developed for the Generation of New Understandings Project

SP 001 268

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1201 Sixteenth Street, N.W., Washington, D. C. 20036

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FOREWORD

These are times when it is very hard to keep up with the new developments in curriculum. New resources are being added at a rapid rate, in the form of curriculum materials. But teachers and other curriculum makers seldom know of the richness of choice that is available to them. The plain practical problem of knowing what is available, from whom, at what cost--and what it is good for--is bogging us down, so that wonderful things go almost unused while the schools cry for better teaching materials.

All this appears to be especially true in the social studies. In the earlier revolution affecting science and mathematics, a few giant curriculum projects tended to dominate each field. Any reasonably alert schoolman could know about them all. But in the social studies the projects have proliferated by the dozen, and in most subject areas no one of them has seized command. It is very hard for the practicing schoolman to find what will best serve his needs.

Therefore, the Association for Supervision and Curriculum Development turned to its Commission on the Social Studies with a request for an annotated listing of sources. Under the direction of Bob L. Taylor, Chairman of the Commission and Professor of Education at the University of Colorado, the project was carried through. The developmental work was done by Thomas L. Groom, Supervisor and Instructor, College High School, University of Northern Colorado, Greeley.

Now, immediately, some disclaimers must be entered. This little volume is simply a pragmatic attempt by ASCD to be of service. It is not the product of long scholarship, nor is it seen as a final or definitive listing. Things change rapidly, and some of the information given here is already "dated."

ASCD is most grateful to the Commission on the Social Studies, to Dr. Taylor, and to Thomas L. Groom for the hard, detailed work which inevitably goes into such a "bibliography" as this. It is grateful, too, to the earlier compilers for their help. We hope that their work will be of real profit to all who need to know what is available and how to get it. Beyond that, we hope that the social studies programs offered to boys and girls throughout America will be better as a result.

Washington, D.C., 1971

Fred T. Wilhelms
Executive Secretary
Association for Supervision
and Curriculum Development

INTRODUCTION

Social Studies Education Projects: An ASCD Index has been compiled primarily from secondary sources. The existing directories were used extensively in identifying the projects. In addition, a survey was conducted of 53 projects to update information about them, and the Curriculum Materials Center at the Social Science Education Consortium in Boulder, Colorado, was used to acquire fresh, primary information about new projects and materials. The compilers wish to acknowledge the extensive assistance which they received from the Consortium.

The Index is not an exhaustive directory of the social studies projects, for it is virtually impossible to be current in such a rapidly changing arena. No attempt has been made in this publication either to evaluate or to categorize the projects. Furthermore, there has been no screening of projects with regard to their status--some have been completed while others are of recent origin. In cases where a projected completion date listed here is obviously past, the reader will need to write the project director for current information. Only projects concerned with elementary and secondary education in the social studies were listed. The intent of the compilers was to provide limited, descriptive information which would enable the user to decide whether he wished to know more about a project and to locate other sources from which more details are available.--B.L.T. and T.L.G.

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In addition to those mentioned above, strong encouragement and aid to the project were given by John U. Michaelis, Professor of Education, University of California, Berkeley, who was then a member of the Commission.

Project 1. American Liberties Project

Director: Irving Schein. Address all correspondence to: Henry C. Luccock, Asst. Director of Education for Curriculum Development, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06102

Purpose: To develop and prepare materials dealing with constitutional cases appropriate for use with nonacademic inner-city school twelfth grades.

Summary: This project has developed two booklets entitled You and Your Civil Liberties and Problems in American Liberties both written by Irving Schein. Visuals for the overhead projector accompany the booklets. The transparencies show the step-by-step progression and development of each constitutional case presented in the booklets. Both the booklets and the visuals are intended to be presented via a directed reading approach.

Grade Level: Twelve

Subject Area: American Government, Political Science, American History

Published Material: Contact Mr. Harry Luccock at the above address for information about the booklets.

* * *

Project 2. Analysis and Judgment-Making in Foreign Affairs

Director: Roger G. Mastrude, Foreign Policy Association, 345 East 46th St., New York, N.Y. 10017

Purpose: To improve the teaching of world affairs by providing students with a conceptual framework with which to internalize learning.

Summary: This project has produced a simulation entitled Dangerous Parallel which utilizes a conceptual framework through which students can visualize international problems. The primary object of the simulation is to introduce students to international affairs decision making and to bring out some of the facts that influence inter-nation behavior.

Grade Level: 10-12

Subject Area: Social Studies, International Relations

Published Material: The simulation Dangerous Parallel is available from Scott, Foresman and Company.

* * *

Project 3. The Anthropology Curriculum Project (University of Georgia)

Directors: Wilfred Bailey and Marion J. Rice, 105 Fain Hall, Athens, Georgia 30601

Purpose: To develop a grades 1-7 sequential curriculum in anthropology based on the concept structure of the discipline.

Summary: This project has developed two kinds of materials -- a sequentially organized anthropology curriculum for grades 1 through 7 and various other materials for specific instructional purposes, e.g., a film, a unit course on race, caste, and class, and an archeological methods unit course on the Indian in America, the urban community, political anthropology. Materials in the one through seven curriculum are for the most part deductively structured on the basic concepts of anthropology. For example, concepts are organized under such large categories as evolution, race, culture, old world prehistory, technology, kinship, life cycle, etc. The program is cycled in that the emphasis in one and four is on culture while the development of man--old and new-world prehistory--is the focus for grades two and five. Cultural change is the conceptual topic for grades three and six while grade seven is concerned with Life Cycles. Units within the grade level require some four to six weeks in length of time to teach. Whereas concepts are developed and built upon in succeeding units and grade levels, the intermediate cycle (grades 4-7) can be used with students not exposed to the primary (1-3) cycle. Instructional materials are in the form of pupil guides, textbooks, and pre- and post-tests. Elaborate teacher background material is available as is a teacher guide. One of the project's goals was to produce materials that could be used by teachers who had little or no teaching experience in anthropology. The project produces and sells both pupil and teacher guides, tests, and materials.

Grade Level: Kindergarten through Junior High
Subject Area: Anthropology
Published Material:

Kindergarten:	The Concept of Culture: An Introductory Unit	
	Sample Set	$ 5.00
	Classroom Set (40)	30.00
Grades 1 and 4	The Concept of Culture	
	Sample Set	5.00
	Grade 1 (40 students)	30.00
	Grade 4 (40 students)	60.00
	Both G 1 and 4	80.00
Grades 2 and 5	The Development of Man and His Culture	
	Sample Set	8.00
	Classroom Grade 2 (40 students)	80.00
	Classroom Grade 5 (40 students)	80.00
	Grades 2 and 5	150.00
Grades 3 and 6	Cultural Change	
	Sample Set	8.00
	Classroom Grade 3 (40 students)	80.00
	Classroom Grade 6 (40 students)	80.00
Grade 7	Life Cycle	
	Sample Set	4.00
	Classroom Set (40 students)	80.00
Upper Elementary and Junior High:		
	Law and Social Control: Political Anthropology	
	112 page book	
	Single Copy	1.00
	Classroom Set	40.00

Upper Elementary and Junior High:		
	The Urban Community	
	Single Copy	$ 1.00
	Classroom Set	40.00
Grade 5	Archeological Methods (A programmed text)	
	Sample Set	3.00
	Classroom Set (10)	10.00
Upper Elementary and Junior High:		
	Race, Caste, and Class	
	Single Copy	4.00
	Classroom Set (40 students)	80.00
Upper Elementary and Junior High:		
	The Indian in American Culture	
	Single Copy	4.00
	Classroom Set (40 students)	80.00
Film:	"How We Learn About the Past"	
	16 mm 28 min., color, grades 2 - 5	
	From International Film Bureau, Inc.	
	332 S. Michigan Ave.	
	Chicago, Ill. 60604	
	Rent $15.00, Purchase $300.00	

* * *

Project 4. Anthropology Curriculum Study Project (Formerly at the University of Chicago)

Director: T. William Parsons, School of Education, University of California, Berkeley, Calif.

Purpose: To develop materials from anthropology that can be used in world history and culture courses and to define and develop the role of anthropology in the high school social studies curriculum.

Summary: This project has developed a one-semester anthropology course titled Patterns in Human History slated for publication and distribution by The Macmillan Company during the 1970-71 school year. The project has also produced two paperbacks--one dealing with the culture of the Iroquois and the other with the Iowa Indians. Materials for the course consist of a readings book, evidence cards of drawings, and maps. Teaching materials include worksheets, records, replicas of artifacts, filmstrips, transparencies, and a teaching manual with daily instructions and objectives. The project newsletter suggests that the top 60 percent of students would be best served by the course. The two paperbacks introduce students to cultural anthropology and are suitable for grades 7 and above.

A three-week sampler course entitled History as Culture Change: An Overview is currently available. Six topics are covered. Suggested use is for an introductory unit to world history or culture.

Grade Level: Junior-Senior High

Subject Area: Anthropology, World History, World Cultures

Published Material: The Macmillan Company	
History as Culture Change: An Overview (Teacher's kit)	$19.95
Student package for Culture Change kit	1.95
The Great Tree and the Longhouse: Culture of the Iroquois	1.65
Teacher's manual	.90
Kiowa Years: Study in Culture Impact and Profile of a People	1.95
Teacher's manual	.36
An Annotated Bibliography of Anthropological Materials for High School Use	2.70 each

* * *

Project 5. Asian Studies Curriculum Project (Asian Studies Inquiry Program) (Completed)

Director: John U. Michaelis, School of Education, 4529 Tolman Hall, University of California, Berkeley, California 94720

Purpose: To design and prepare instructional materials on Asian countries, peoples, and cultures for use as an integral part of the social studies curriculum.

Summary: This project has produced the following types of materials:

1. Curriculum and course outlines for secondary school courses in Asian History and Cultures.
2. Classroom units or monographs dealing with specific subjects.

As of late 1969 project produced sets of these materials were available. The availability of these materials is currently unknown.

Grade Level: Secondary

Subject Area: World History, Aisan History, World Cultures, Comparative Government

Published Material: The results of the project's work are available from two commercial sources:

(1) Twentieth Century Asia: An Anthology by John Michaelis and Robin McKeown from McGraw-Hill, Webster Division.

(2) The Asian Studies Inquiry Units published by Field Educational Publications, Inc., 609 Mission, San Francisco, California 94105. There are 15 units in these bundles which run from 48 to 64 pages each.

Bundle I: "Asian Thought"
Unit 1 Confucianism and Taoism
Unit 2 Buddhism
Unit 3 Chinese Painting
Unit 4 Chinese Popular Fiction
Unit 5 Gandhi

Bundle II: "Changing Patterns of Asian Life"
Unit 1 East Meets West
Unit 2 Mao Tse-tung and the Chinese Revolution
Unit 3 Life in Communist China
Unit 4 Modernization in Japan
Unit 5 China and the United States

Bundle III: "Traditional Patterns of Asian Life"
Unit 1 Man and His Environment in Asia
Unit 2 Food and Survival in Asia
Unit 3 Man and Woman in Asia
Unit 4 Class and Caste in Village India
Unit 5 Cultural Patterns in Asian Life

* * *

Project 6. Asian Studies Project

Director: Franklin R. Buchanan, Ohio State University, 1945 North High St., Columbus, Ohio 43210

Purpose: To create a service-type clearing house for the identification of curriculum and resource materials for elementary and secondary schools in the Asian Studies area.

Summary: No student materials have been developed but the project issues a quarterly newsletter for teachers entitled "Focus on Asian Studies." "Focus" is designed to act as an information source supplying information on various programs working on Asian Studies, and also putting teachers on notice as to new books, pamphlets, periodicals, teacher study opportunities, and what agencies and organizations supply Asian Study materials.

Grade Level: Elementary and Secondary

Subject Area: Social Studies, Asian Studies, Cultures, History

Published Material: The newsletter, "Focus on Asian Studies," can be obtained upon request.

* * *

Project 7. Basic Concepts in History and Social Studies

Director: Edwin C. Rozwenc, Amherst College, Amherst, Mass. 01002

Purpose: To design and produce a series of volumes that will offer supplementary conceptual material for use in American History and culture courses.

Summary: The project has produced twelve paperback books that explore inductively various problems and trends in American History. Each book explores two or more sides of the issue via interpretations of different historians. Each of these volumes is organized around a central or key concept as applied to a specific historical situation and the students are led through the process by which historians develop their explorations of the events and trends of the American story. The books do a good job of demonstrating the process by which history is interpreted. The scholarly nature of the material and problems probably restricts the use of these books to the more able student.

Grade Level: Upper Secondary Levels

Subject Area: American History, American Culture, American Government

Published Material: Available from the High School Department, D.C. Heath & Company, 285 Columbus Ave., Boston, Mass. 02116 at about $1.65 each.

1. Conflict and Consensus in the American Revolution
2. Liberty and Power in the Making of the Constitution
3. Democracy in the Age of Jackson
4. Slavery and the Breakdown of the American Consensus
5. The Entrepreneur in the Gilded Age
6. Realism and Idealism in Wilson's Peace Program
7. The Status Revolution and the Progressive Movement
8. Presidential Power in the New Deal
9. Myth and Reality in the Populist Revolution
10. Containment and the Origins of the Cold War
11. Reconstruction and the Race Problem
12. The United States and the New Imperialism

* * *

Project 8. Black History Project

Directors: Price Cobbs and William Grier, Pacific Educational Products, 3516 Sacramento St., San Francisco, Calif. 94118

Purpose: To develop an audio-visually oriented course of instruction on black people for use with whites and blacks. Emphasis is to be placed on providing materials that will give black people a cultural identity.

Summary: This project has developed some 2,000 slides that have been divided into 15 audio-visual unit-type presentations. A guide for group discussion is available for each presentation.

Grade Level: Elementary-Secondary

Subject Area: Black History and Culture

Published Material: Information about the 15 slide presentations can be secured from Pacific Educational Products, 3516 Sacramento St., San Francisco, Calif. 94118.

* * *

Project 9. Boston University School of Law, Law and Poverty Project

Director: William M. Gibson, Boston University School of Law, 765 Commonwealth Ave., Boston, Mass. 02215

Purpose: To illustrate the feasibility and necessity of teaching law.

Summary: This project has prepared a set of course materials, a curriculum guide, and ideas for methodology to use in teaching legal issues.

Grade Level: K-12

Subject Area: Law, Political Science

Published Material: Write the project director.

* * *

Project 10. Brentwood Social Studies Project

Director: Vincent Presno, Brentwood Public Schools, Brentwood, New York 11717

Purpose: To develop materials for students and teachers that are organized around the social science concept and which will actually involve students in the learning process.

Summary: This project has developed a series of materials for K through six. Each level's materials include both student and teacher books.

K - Advantage
1 - People and Their Actions
2 - People and Their Social Actions
3 - People and Their Actions in Social Roles
4 - Human Actions in Four Societies: India, Spain, Brazil, and Egypt
5 - Human Actions in American Society: Past and Present
6 - Human Actions in European Society: Past and Present

The above are published under the title "Man in Action" by Prentice-Hall, Inc.

Grade Level: K-Six
Subject Area: Social Science
Published Material: Contact Prentice-Hall, Inc.

Advantage	
Text	$1.64
Teacher's Edition	2.28
People and Their Actions	
Text	1.68
Teacher's Edition	3.00
People and Social Actions	
Text	1.76
Teacher's Edition	3.00

* * *

Project 11. Brevard County Schools Project

Director: Marion Brady, North Area Superintendent's Office, Brevard County Schools, 700 Sycamore St., Titusville, Fla. 32780

Purpose: To develop a series of instructional materials which improve the student's ability to describe and analyze social systems and predict courses and consequences of change and interaction within and between social systems.

Summary: This project has under development materials which are organized around an instructional sequence which begins with a study of the nomenclature of social systems, moves to activities that require students to build structural/functional models for the study of social systems, and ends with a configurational approach to the study of social systems.

Grade Level: K-12
Subject Area: Sociology

Published Material: Write the project director for information about the project.

* * *

Project 12. Center for Research and Education in American Liberties

Director: Alan F. Westin, Teachers College-Columbia University, 501 West 121st St., New York, New York 10027

Purpose: To effect innovation and change in civic education K-12 through multidimensional interventions.

Summary: Aimed at (a) increased, real student participation in school governance; (b) improved pre- and in-service training of teachers and administrators; (c) joint student-teacher designed and student relevant curriculum; and (d) improved school-community involvement. Hope to produce greater consonance between what is taught and what is practiced.

Grade Level: K-14

Subject Area: Civics-Government

Published Material: Civic Education in a Crisis Age: An Alternative to Repression and Revolution available from Center for Research and Education in American Liberties (paper) $.75.

* * *

Project 13. Center for Teaching International Relations

Director: Maurice A. East, Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210

Purpose: To improve and upgrade the teaching of international relations concepts at the secondary school level.

Summary: This project's general goals are to:

1. Improve the teaching backgrounds of secondary school teachers of international relations
2. Improve library holdings on international relations
3. Develop and distribute materials found in ongoing social studies classes
4. Coordinate activities in the Mountain States area with regard to international education.

The project intends to help improve international relations teaching by:

1. Four in-service institutes for high school teachers
2. A librarians' institute
3. A social studies educators' and administrators' institute
4. Publishing a newsletter
5. Establishing an international relations materials distribution center for Colorado, Wyoming, New Mexico, Arizona, and Utah.

Grade Level: 10-12

Subject Area: International Relations

Published Material: Contact Maurice East for information about the project. Materials and services are primarily for teachers in the above five-state area.

Have films, books, slide tape shows, filmstrips, simulation games available on free loan basis to teachers in Rocky Mountain area. Also have numerous bibliographies and source lists.

* * *

Project 14. Chicago Social Studies Project (CSSP) (Independent Learning Project)

Director: Edgar Bernstein, University Laboratory School, University of Chicago, 1362 East 59th St., Chicago, Ill. 60637

Purpose: To develop an integrated social studies curriculum by making available to students the perspectives from the social science disciplines.

Summary: The project is developing a plan of operation and student materials for a two-year study of world history. The sequence and titles of the projected units are traditional, but the operative plans, role of the teacher and students, and materials are not traditional. There is a student-centered, independent component in the materials.

This project has developed a series of materials, examples of which are:

Zinch Valley
The Mystery of Torralba: Three Investigations
India: Selected Problems
Poverty and Economic Development
Greece: Selected Problems
Medieval Studies
The Modern World: Contacts Between West and Non-West

In addition to the above a teacher's guide has been produced along with a theoretical exploration of the project's approach entitled Structural Perspective: Toward a Model for Social Studies Curriculum.

Grade Level: Nine and ten

Subject Area: World History and Cultures

Published Material: No materials are available at this time. Should be ready in 1971.

* * *

Project 15. Committee on Civic Education

Directors: Richard P. Longaker and Charles Quigley, Committee on Civic Education, School of Law, University of California, Los Angeles, California 90024

Purpose: To develop curriculum materials and teacher training materials and programs that emphasize democratic procedures and intellectual skills and abilities in the area of civic education.

Summary: This project has existed for some six years and was created by people representing political science, philosophy, law, education, psychology, and sociology. They have initiated research and investigations of curriculum problems and procedures at all levels of the elementary and secondary curriculum in an effort to determine among

other things at what levels the principles and practices of democratic living and citizenship can be introduced to be most useful and effective. Two publications have been published to date--the one is a case book while the other deals with political conflict and freedom and the dilemma of reconciling such concepts.

Grade Level: K-Twelve

Subject Area: Civic Education, Social Studies, Government

Published Material: From Ginn and Company, Statler Office Building, Boston, Massachusetts 02117

1. Your Rights and Responsibilities as an American Citizen: A Civics Casebook by Charles Quigley. Accompanied by teacher's guide. $1.88 net (paper)
2. Conflict, Politics, and Freedom by Charles Quigley and Richard Longaker.

* * *

Project 16. Committee on the Study of History (The Amherst Project)

Director: Richard H. Brown, Box 93, Amherst, Massachusetts

Purpose: To carry out research on materials and curriculum development dealing with discovery learning in the area of American History. In order to do this the project has developed various curriculum materials and has sponsored in-service training experiences for selected school districts.

Summary: This project has to date developed two sets of materials for the secondary school: a set of thirteen units under the title "New Dimensions in American History" and a more recent group of volumes dealing with more specific problem areas of American History. This latter series published by Addison-Wesley is more value analysis oriented and encourages students to think about and worry over various value and moral issues. The units vary in complexity both in terms of the problems presented and the materials relating to the problems. Overall they are probably better suited to the more able student. Teacher's guides are available for all units of both series.

Grade Level: Secondary

Subject Area: American History, American Culture, American Government

Published Material:

"New Dimensions in American History" series is published by D. C. Heath & Company.

1. The European Mind and the Discovery of a New World
2. British Views of the American Revolution
3. The Ratification of the Constitution and the Bill of Rights
4. The Missouri Compromise: Political Statesmanship or Unwise Evasion?
5. The Monroe Doctrine
6. States' Rights and Indian Removal: The Cherokee Nation vs. The State of Georgia
7. Manifest Destiny and Expansionism in the 1840's

8. Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868
9. The Spanish American War: A Study in Policy Change
10. The Negro Struggle for Equality in the Twentieth Century
11. Immigration: A Study in American Values
12. The 1920's: Rhetoric and Reality
13. Responses to Economic Collapse: The Great Depression of the 1930's

The second series is published by the Addison-Wesley Publishing Company, Inc., 2725 Sand Hill Road, Menlo Park, California 94025

1. Communism in America: Liberty and Security in Conflict
2. Hiroshima: A Study in Science, Politics, and the Ethics of War
3. Korea and the Limits of Limited War
4. Freedom and Authority in Puritan New England
5. What Happened on Lexington Green? An Inquiry into the Nature and Methods of History
6. Civil Disobedience, 1830-1850, and a Modern Analogy
7. Abraham Lincoln and Emancipation: A Man's Dialogue With His Times
8. The Embargo of 1807: A Study in Policy-Making
9. Imperialism and the Dilemma of Power
10. Collective Security in the 1930's: The Failure of Men or the Failure of a Principle?
11. Liberty and Law: The Nature of Individual Rights
12. The American West as Myth and Reality
13. God and the Government: Problems of Church and State

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Project 17. Constitutional Rights Foundation

Directors: Vivian Monroe and Todd Clark, Constitutional Rights Foundation, Suite 1012, 609 South Grand Ave., Los Angeles, Calif. 90017

Purpose: To improve the teaching of the Bill of Rights (in Calif.) through various activities and the development of teacher and student materials.

Summary: This project has produced four student casebooks for use in both the junior and senior high school. In addition to student materials two publications titled The Bill of Rights, A Handbook for Teachers and Bill of Rights, A Source Book for Teachers are available from Benziger Brothers, Inc.

CRF sponsors conferences, seminars, summer workshops and institutes, and in-service training programs. A semiannual newsletter available (on request) to California social studies teachers and on subscription to others can be obtained by writing the CRF.

The four casebooks and their titles are:

1. What Are the Rights of the Accused?
2. United States v. Daniel Seeger
3. How, When, and Where Should Freedom of Speech Be Limited?
4. Does De Facto Segregation in the Public Schools Violate Equal Protection of the Laws?

Grade Level: Elementary through Secondary
Subject Area: Social Studies
Published Material: The Bill of Rights, A Handbook for Teachers and Bill of Rights, A Source Book for Teachers both by DeAnne Sobul from Benziger Brothers, Inc.

* * *

Project 18. Council on Civic Education

Director: Henry Toy, Jr., 1735 De Sales St., N.W., Washington, D.C. 20036
Purpose: To improve civic education through a variety of projects involving research, curriculum materials, and teacher education.
Summary: Council is working in cooperation with other projects--Lincoln Filene Center, Tufts University; National Council for the Social Studies, Washington, D.C.; University of Michigan, and UCLA.
Grade Level: 1-12
Subject Area: Civics
Published Material: Promising Practices in Civic Education, Donald W. Robinson et al., National Council for the Social Studies, 1201 16th St., N.W., Washington, D.C., 1967, $4.00 (paper).
Your Rights and Responsibilities as an American Citizen, Charles N. Quigley, Ginn and Company, Statler Office Bldg., Boston, Mass., $1.88 (two books: A Civics Casebook and A Teaching Guide).

* * *

Project 19. A Cultural Approach to the Study of History in Grades Seven and Eight

Director: Winthrop S. Alden, Mt. Greylock Regional School District, Green River Road, Williamstown, Mass. 01267
Purpose: To develop two courses of study which will utilize a cultural approach to the study of history.
Summary: This project has been developing two courses--one for the seventh grade entitled Man and His Culture and the other for the eighth grade called The Search for American Identity. According to the project these courses are designed to increase and arouse student interest in man and his relations to both his culture and his environment, encourage students to hypothesize, question, synthesize, interpret, and experience the pleasure of discovering relationships, integrate the various disciplines, help the student understand how knowledge of the past is obtained, enable the student to apply some of the social science techniques to the study of history and obtain closeness on the social studies experience of the elementary school, and introduce further topics.
Grade Level: Seventh and Eighth Grades
Subject Area: History
Published Material: Write to the project.
A Cultural Approach to the Study of History in Grades Seven and Eight (not yet released by the Department of Education).

* * *

Project 20. Curriculum Innovation in the Fields of History, Science, Music, and Art Within a Single Institute

Director: Charles F. Madden, Associate Dean, Webster College, Webster Groves, Missouri 63119

Purpose: To develop science, art, music, and history curriculum materials for intermediate and secondary school programs.

Summary: This project has developed a number of units which integrate art with one or more disciplines, e.g., history, mathematics, psychology, science, and philosophy-religion. Each unit is a set of problems consisting of approximately a 10- to 20-minute classroom exercise or experience. The unit most applicable to the social studies is that titled The Road Game. It is aimed toward teaching students about communication and may be used in grades 5-12.

Grade Level: 5-12

Subject Area: Social Science - Interdisciplinary

Published Material: WIMSA materials in social studies are no longer available but some of them have been commercially printed by Herder and Herder, publishers, as part of a series with the title, "Interdisciplinary Curriculum Series," by Thomas Linehan. The relevant books are Down With the King and The Road Game, The books are $.95 for the teacher's manual and $1.45 for the student books.

* * *

Project 21. Dayton Negro History Program

Director: June Marable, Dayton Board of Education, 348 West First Street, Dayton, Ohio 45402

Purpose: To improve and broaden the awareness and knowledge of students and teachers with reference to the contributions and role of the Black American to American history, life, and culture.

Summary: This project is intended to develop a curriculum through which students can more easily appreciate and understand the variable diverse and important contributions of the Black American to American culture and society. A bibliography of new materials for the teaching of Black History has been created. In addition, a bibliography of paperbacks pertaining to the study of Black Americans has been produced.

Grade Level: K-12

Subject Area: Black History

Published Material: Write the project.

* * *

Project 22. The Defiance College Social Studies Center

Director: Randall L. Buchman, The Defiance College, North Clinton Street, Defiance, Ohio 43512

Purpose: To bring together higher education and public secondary schools in the development of improved social studies teaching and to establish and serve as an idea clearing house.

Summary: The project has developed an eight-week in-service program for member schools entitled: A Survey of Teaching Techniques Used in Social Studies. The program is concerned with "New Social Studies" goals and objectives, various types of media, and the Core approach to social studies instruction. Curriculum development programs for member schools was to start in late 1969.

Grade Level: 7-12

Subject Area: Social Studies

Published Material: "A Bibliography for Social Studies Teachers" (order from Defiance College Bookstore, price $1.00)
The unit on prehistoric peoples has been incorporated into "Ohio, the History and Culture of the Prehistoric and Historic Indians, a Resource Guide for Teachers," The Division of Elementary and Secondary Education, State of Ohio, Department of Education, Columbus, Ohio 43215.

* * *

Project 23. Developing a Model of Mediated Instruction for the Social Sciences

Director: John Baker, Temple City Unified School District, 9516 East Longden Avenue, Temple City, Calif. 91780

Purpose: To prove out the effectiveness of a Social Studies Materials and Learning Laboratory over a program with no such laboratory.

Summary: This project is working on creating a model of instruction for an elementary social studies program. It involves the following:

1. A series of 10 fifth-grade social science units reorganized into five student workbooks
2. Use of many different types of teaching aids, e.g., records, film loops, slides
3. A specially designed learning laboratory for from one to 36 students in a number of different study and instructional modes
4. A special program to train students and teachers to use the materials and equipment.

The unit topics are subordinated under the title, "The Development of the United States," and range from unit one which deals with "Globes and Maps" through formation and early development of the United States and then up to the present time ending with a unit titled "Dimensions of the Future."

Grade Level: Fifth Grade

Subject Area: Social Science and Social Studies

Published Material: Write the director.

* * *

Project 24. Development of Basic Attitudes and Values Toward Government and Citizenship During the Elementary School Years

Directors: Robert D. Hess and David Easton, University of Chicago, Chicago, Ill. 60637

Purpose: To examine the attitudes of children in elementary schools toward political objects and ideas.

Summary: Project examined attitudes of elementary children toward political objects and ideas, attempted to determine what changes occurred in these attitudes during the elementary school years, and how the process of socialization into the political system varied by social class and by level of intelligence of the children involved.

This project produced no student materials, since it was a research project. The report may be obtained from ERIC. A book that includes the report on the project was published by Robert D. Hess and Judith V. Torney entitled, The Development of Attitudes in Children, Chicago: Aldine Publishing Co., 1967. Another book, Children in the Political System: Origins of Political Legitimacy, was published in 1969. It was authored by David Easton and Jack Dennis and was published by McGraw-Hill Book Company.

Grade Level: Elementary

Subject Area: Civics

Published Material: Report available from ERIC. Development of Political Attitudes in Children, Robert D. Hess and Judith V. Torney, Aldine Publishing Company, 320 W. Adams St., Chicago, Ill. 60606, 1967, $9.75.

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Project 25. The Development of First Grade Materials on "Families in Japan"

Director: Melvin Arnoff, Department of Education, 405 Education Building, Kent State University, Kent, Ohio 44240

Purpose: To develop a first grade unit of instruction.

Summary: The materials dealing with the Japanese Family were developed as part of a larger project.

Grade Level: First

Subject Area: Social Studies

Published Material: Families in Japan, $2.50 from the above address.

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Project 26. Development of Guidelines and Resource Materials on Latin America for Use in Grades 1 Through 12

Directors: Clark C. Gill and William B. Conroy, University of Texas, 403 Sutton Hall, Austin, Texas 78712

Purpose: To develop materials appropriate for developing and increasing understanding of Latin America.

Summary: This project is attempting to identify the major ideas (structure) needed for a basic understanding of contemporary Latin America. Currently the project is engaged in the development of teaching materials to be integrated and correlated with present social studies curriculums at various levels. Future plans call for developing an

elective course dealing with contemporary Latin American problems. Instructional materials being developed by the project include the following:

Primary Level: Units and lessons designed to compare families, schools, and communities in Latin America and the USA.

Middle Level: An eight- to twelve-week unit titled "Latin America: Its Land, Story, and Peoples," contains an overview of history and physical geography. Mexico and Peru are used as exemplifiers.

Grades 8-10: Four- to five-week unit titled "Latin America: A Cultural Region of the World," compares Latin American civilization with other world regions.

Senior High: (a) A two-week unit titled "Establishment of the American Nation: Comparison of the Colonial Periods in Spanish and English America." Systems and institutions are emphasized. (b) A two-week unit focuses on areas of conflict and cooperation in U.S.-Latin American relations since 1945. (c) "Contemporary Latin America." A one-semester course that examines important and relevant social, economic, and political problems in conjunction with the contributions of Latin America.

Grade Level: 1 through 12

Subject Area: Latin American Culture and History

Published Material: From ERIC Document Reproduction Service, National Cash Register Company, Box 2206, Rockville, Maryland 20852.

1. Teaching About Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin #1, 1967, 40 pp. - ED 012-832, Microfiche $.25, hard copy $1.84.
2. Teaching About Latin America in the Secondary School: An Annotated Guide to Instructional Resources. Bulletin #2, 1967, 71 pages. ED 012-833, Microfiche $.50, hard copy $3.08.
3. The Social Scientists Look at Latin America: Six Position Papers. Bulletin #3, 1967, 174 pages. ED 012-365, Microfiche $.75, hard copy $7.40.
4. Key Ideas About Latin America. Bulletin #4, 1967, 33 pages. ED 013-342, Microfiche $.25, hard copy $1.60.
5. The Treatment of Latin America in Social Studies Instructional Materials. Bulletin #5, 1968, 41 pages. ED 022-781, Microfiche $.25, hard copy $1.92.

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Project 27. Developmental Economic Education Program (DEEP)

Director: John E. Maher, c/o Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

Purpose: To improve economic understanding by improving the training of teachers and by developing curricular resources for dissemination to schools. Rather than provide already developed materials, this project is designed to help schools and teachers create their own particular approach to economic curricular change.

Summary: DEEP was created and established in 1964 by the Joint Council on Edonomic Education, an organization associated with the

National Education Association and the American Economic Association. DEEP has developed various materials to help schools review their economic education curriculum and it has sponsored numerous workshops and institutes for economic education teachers. A wide variety of materials is available from DEEP and information about securing assistance from DEEP can be secured from both state and regional Councils on Economic Education and from the Joint Council on Economic Education in New York.

Grade Level: K-12

Subject Area: Economics

Published Material: Available from the Joint Council at the New York address.

1. Checklist of the Joint Council's publications contains over 70 items available from their offices, most at a nominal fee. DEEP produced teacher guides for elementary, junior high, and senior high school levels are included. The Checklist also annotates general readings and techniques in economics and economic education, reports on college level experiments, Economic Topics, and the U.S. Economy in Action filmstrip series.
2. Handbook for Curriculum Change. Based on DEEP experience, the Handbook provides a step-by-step guideline for introducing economic understanding in the curriculum of any school. $2.00 from the Council.
3. DEEP '67, A Progress Report. Summarizes DEEP activity through the first three years of the program.
4. DEEP 1969: Perspectives on a 5-Year Experiment in Curriculum Change. Summarizes five years of DEEP experience.
5. Manpower and Economic Education, one-semester course for grades 8-10, developed by Robert L. Darcy and Phillip E. Powell at the Joint Council's Ohio Center for Economic Education under a USOE grant and available through the JCEE. The course contains over 70 lessons designed to develop knowledge, skills, motivation, and behavior patterns of students. Also included are case histories, questions, and statistical data. Student Text, $3.50. Teacher Manual, $1.50 from the Council.
6. Progress in Economic Education, the Council's newsletter, designed to "reflect the activities of the economic education movement ..., while also acting as a central clearing house for the movement." Contact the Joint Council for information on availability.
7. Steps for a Balanced Economy - an introduction to monetary and fiscal policy and their relationship to the individual. 25¢ each; classroom set of 30, $6.00 from the Council.
8. Study Materials for Economic Education in the Schools - bibliography of supplementary materials, including audio-visual items, in economic education. $1.50 from the Council.

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Project 28. Diablo Valley (California) Education Project

Director: Gwyneth Donchin, 1730 Grove St., Berkeley, Calif. 94709

Purpose: To develop information and materials dealing with atti-

tudes and understandings necessary to resolve and manage international and domestic conflicts through means other than war and violence.

Summary: This project is involved in:

1. Developing educational guidelines for instructing about the alternatives to war
2. The evaluation of teaching materials and strategies related to war-peace issues
3. The creation of a resource center to provide evaluated information on the materials related to teaching of the war-peace issues.

This project is backed by the Center for War/Peace Studies, 218 E. 18th St., New York, New York 10003.

Grade Level: K-12

Subject Area: History and Political Science

Published Material: During its developmental state (1970-73), the Project produces materials and services only for its own use and for that of the Center for War/Peace Studies, with which it is affiliated. After materials and techniques have been tested, they will be made available to the public.

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Project 29. Econ-12, San Jose State College, California

Directors: John E. Sperling and Suzanne Wiggins Helburn, Economic Education Center, San Jose State College, San Jose, California 95114

Purpose: To develop a one-semester twelfth-grade economics course for the top two-thirds of students and which could be taught by teachers with little formal education in economics.

Summary: This is a one-semester course that includes more than enough material for one semester. The course is built upon a conceptual structural viewpoint of economics and it utilizes two problem-solving methods (systems analysis and conflict analysis) and some theoretical economics models (price theory and rational income theory). The course is divided into four units:

Unit I - introduces basic knowledge, concepts, and procedures and uses the conflict analysis method.

Unit II - a microeconomic study of markets utilizing the use of social science models. Concepts of price system, supply, demand, and types of competition are studied.

Unit III - a study of the components of gross national income and gross national product, the multiplier effect, and the influence of fiscal policies, foreign trade, banking, and monetary policies on stability and growth of the economy. The model of national income is used.

Unit IV - This unit is titled Comparative Economic Systems and it utilizes case studies of nations (underdeveloped nations) - Brazil, Nigeria, and India - and socialist-communist nations - Cuba, China, Yugoslavia, and Czechoslovakia - are studied. The problem of Communist economy and a U.S. type economy are compared.

Behavioral objectives exist for the course as do exams to test for the achievement of those objectives. There are several instances of pro-

grammed instruction in the course--it is used to develop basic procedures and knowledge.

Grade Level: Eleventh or twelfth

Subject: Economics

Published Material: All course materials are to be published by Addison-Wesley during 1970-71.

Films: Model Man, Circular Flow Model, and Production may be rented from the Economic Education Center.

* * *

Project 30. Economics Curricular Materials for Secondary Schools (Completed)

Director: Meno Lovenstein, College of Business Administration, Ohio University, Athens, Ohio 45701

Purpose: To create and develop a one-semester ninth-grade economics course that would present economics as a discipline and reveal the structure of economics as an orderly unfolding of concepts.

Summary: This course was designed to reveal the structure of economics as an orderly unfolding of interrelated concepts. It is divided into three major parts, each of which covers a major idea: (a) Scarcity; (b) Flows of goods and services and money; and (c) Coordination of economic activity. The three sections are divided into a total of eighteen units--six deal with scarcity; eight with flows of goods, services, and money; and four with coordination of economic activity. Each unit contains from two to six lessons or "situations" as the project calls them. The situations provide for student experiences, e.g., student discussions and readings. Some situations call for short research projects while others call for student demonstrations and use of mathematics. Teacher direction would seem to be all important in the success of these activities. An extensive teacher's guide with considerable economic exploration and teaching suggestions is available.

Grade Level: Nine and above.

Subject Area: Economics

Published Material: Available from the Ohio Council on Economic Education, Ohio University, Athens, Ohio 45701

Student Materials	$5.00
Revised Student Materials	1.65

Final report available through ERIC.

* * *

Project 31. Education Systems Research Project (ESRP)

Directors: Mitchell P. Lichtenberg and Robert L. Ciaburri, 240 Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213

Purpose: To develop a computer taught social science curriculum.

Summary: The goal of this project is to develop a high school social science curriculum (and college United States history courses) that will utilize a computer to teach social science inquiry skills. Through the

use of essays, historical accounts and descriptions, and documents students will be taught to formulate historical and other hypotheses which can then be tested against a computer programmed for that purpose. In order to develop appropriate hypotheses the student will have to manipulate data and use other research skills--not just write out a question and push a button.

To date a pilot course in U.S. History has been programmed and the requisite documents, essays, and readings have been assembled from which the student obtains his data to ask the computer to test his hypothesis. A teletype is used to communicate with the computer and the course is designed so that no teaching computer expertise will be needed by the student.

Grade Level: Secondary and College

Subject Area: Social Science - U.S. History

Published Material: Data files on the "Continental Congress," "Jackson Era, 1829-1836," "Pre-Civil War, 1840-1860," and the "Progressive Era, 1908-1912," have been compiled. Write the project concerning their status and availability.

* * *

Project 32. Educational Programming of Cultural Heritage (EPOCH)

Director: Jay Monfort, Berkeley Unified School District, 1033 Heinz Ave., Berkeley, Calif. 94710

Purpose: To create a new multimedia environment for learning about man's cultural heritage through the arts, humanities, and social sciences.

Summary: This project is working at developing new methods and media for student learning. The project has created (a) a demonstration chamber, (b) a resource room that contains 36 individual stations for audio-visual research, and (c) a museum containing numerous artifacts.

The demonstration chamber--is a circular enclosure created by projection panels. Behind the panels is a variety of AV equipment to immerse the student in a simulated environment. In the enclosure's center is a large (11 feet in diameter) spotlighted table divided into pie-shaped parts to represent the earth's continents. Concentric circles measure off time from the present backward. On the table are several hundred artifacts illustrating man's achievements. Students are encouraged to handle the artifacts. The chamber has the following resources:

a. over 50,000 slides
b. 500 filmstrips
c. 250 plus artifacts
d. 100 audio tapes
e. about 50 film loops
f. 53 16-mm films
g. some dozen charts
h. about 40 maps and globes

EPOCH is developing a portable classroom package of the same type materials as found in the demonstration chamber. A small school unit is also under development. EPOCH also serves as a clearing house on new resources and equipment. Visitors are welcome.

Grade Level: All

Subject Area: Arts, Humanities, and Social Science
Published Material: Write the project for information.

* * *

Project 33. Effectiveness of Using Graphic Illustrations With Social Studies Textual Materials

Director: O. L. Davis, Jr., College of Education, University of Texas, Austin, Texas 78712

Purpose: A research project to ascertain the effectiveness of using time-line, map, and bar-graph illustrations in promoting social studies learning.

Summary: A research project in which no student materials were developed. See ERIC for a summary or write the project.

Grade Level: 7-9

Subject Area: Social Studies

Published Materials: See ERIC or write the project for a report on results.

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Project 34. Elementary School Economics Program (Elementary Economics Project)

Director: William D. Rader, Industrial Relations Center, 1225 East 60th St., Chicago, Illinois 60637

Purpose: To develop various types of economics instructional materials that can used to supplement current fourth through sixth grade social studies curricula.

Summary: Materials for the fourth, fifth, and sixth grades have been developed by this project. All of the materials are designed and intended for correlation in existing fourth, fifth, and sixth grade social studies curricula. The sixth grade materials could also be integrated into a world cultures or world geography course and could perhaps be adapted for junior high school use also.

Fourth Grade Materials - The emphasis is upon consumption, with students studying such topics as economic wants and scarcity, work, money, savings, and consumption. Length is about 6 weeks.

Fifth Grade Materials - Emphasis is placed on production and marketing with student study concentrated upon topics such as profit, factors of production and their uses, wholesalers, retailers, and transportation. Length is about 6 weeks.

Both of the above are designed to be correlated with an existing social studies curriculum rather than being taught independently.

Sixth Grade Materials - Are more sophisticated than the above. They are divided into three units:

Unit I - The Basis of Exchange
Unit II - Exchange in a Market Economy
Unit III - Exchange Across National Borders

Included in the three units are simulation, use of models, graphs, readings, charts, and various other activities. The simulation is titled

Market. Student materials are two books, Market, and various worksheets. Teacher materials include annotated teacher editions of the student books, a resource book, and daily teacher's guides.

Grade Level: Fourth, Fifth, and Sixth Grades

Subject Area: Economics

Published Material: Available from the Allied Education Council, P.O. Box 78, Galien, Michigan 49113

Grade Four:	Teacher's Guide	$5.00
	Set of 3 Charts	6.00
	Student Readings	2.30
	Project Book	.75
	Pre & Post Tests	.15
	Set of 4 Progress Tests	.20
	Examination Set	10.15
Grade Five:	Teacher's Guide	5.00
	1 Chart	2.00
	Student Readings	2.15
	Project Book	.75
	Pre & Post Tests	.15
	Set of 2 Progress Charts	.10
	Examination Set	14.40
Grade Six:	Published in September 1970.	

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Project 35. Elementary School Geography Project

Director: Charlotte Crabtree, University of California at Los Angeles, 405 Wilgard Ave., Los Angeles, Calif., 90000

Purpose: To determine if young children could learn and apply a central concept of geographic theory.

Summary: A project to investigate the teaching of geography in grades one through three while studying the effects of instruction in the core concept of geographic theory. Evaluation of field tests demonstrated marked growth in comprehension and application of geographic principles, but little difference in growth of knowledge.

Grade Level: 1-3

Subject Area: Geography

Published Material: Consult ERIC.

* * *

Project 36. Evaluative Teaching Strategies in the Social Studies

Director: Milton Meux, University of Utah, Salt Lake City, Utah 84112

Purpose: To obtain research data on student reactions to various kinds and strengths of support for value judgments.

Summary: This was a research project in which no student materials were developed. A final report on the results of the project's research is available from the United States Office of Education.

Grade Level: Secondary
Subject Area: American Problems
Published Material: Consult ERIC.

* * *

Project 37. An Examination of Objectives, Needs, and Priorities in International Education in United States Elementary and Secondary Schools (Completed)

Director: James M. Becker, Foreign Policy Association, 345 East 46th St., New York, New York 10017

Purpose: To discover what should be taught, how should it be taught, and what kind of research and teacher training programs are needed in the area of international studies.

Summary: This was a Foreign Policy Association Education Study designed to find out what the objectives of international education should be and how such an education should be structured. A series of articles and papers by such people as Kenneth Boulding, Howard Mehlinger, Lee Anderson, and Robert C. North comprise part of the study's final report. A short version of the study's report appeared in the November 1968 issue of Social Education. For the complete report, requests should be directed to the Foreign Policy Association. The project proposes to continue investigating the problems of international studies in American schools.

Grade Level: K-12
Subject Area: International Studies
Published Material: Write the FPA for the report or a summary of it. Look in Social Education, Volume 32, No. 7, November 1968, for some of the articles and viewpoints coming out of the project.

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Project 38. Experiment in Economic Education, Purdue University

Director: Lawrence Senesh, University of Colorado, Boulder, Colo. 80302

Purpose: To develop materials which relate basic and complex social science concepts and generalizations to the experience of the child.

Summary: This project has produced materials for the first three grades and is currently working on materials for grades four through six. The materials are based on Senesh's idea of the "organic" curriculum, wherein concepts are developed in greater depth and complexity at each succeeding level of study. The program is concerned with cognitive learnings and no attempt is made to actively stress affective learnings. Each year's materials have accompanying teacher materials that detail procedures and purposes for the various units. A wide variety of suggested student activities are described, e.g., role playing, games, dramatizations. An integral part of this project's programs for 1 and 2 are a series of phonograph records. They are a very basic part of the program for grades one and two, although they can be

used with some flexibility. The content of the three sets of materials is described below:

Grade I - Families at Work. The family and its members are studied from the standpoint of their consuming and producing goods and services and from how families practice division of labor. Other topics are those of choice, specialization, tool function, markets, price, and employment.

Grade II - Neighbors at Work. Reviews economic concepts studied in grade one and then looks at farm, town, suburban, and big city neighborhoods. Three markets (stores, factories, and housing industry) are studied with reference to how factors such as saving, prices, and spending affect them and the people working within them. The role of the government and others is also considered.

Grade III - Cities at Work. After a review of previously covered concepts, this course looks at cities both American and foreign. The location of cities, their markets, and their problems are topics of study. American and foreign cities are compared. The case study approach is used.

Grade Level: One through six

Subject Area: Social Science with emphasis upon Economics.

Published Material: Science Research Associates, 249 East Erie St., Chicago, Ill., Our Working World

Grade I - Families at Work
Grade II - Neighbors at Work
Grade III - Cities at Work

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Project 39. An Experimental Course Entitled "An Introduction to the Social Sciences and the Humanities"

Director: Arthur F. Rumpf, Milwaukee Public Schools, Administration Building, 5225 West Vliet St., Milwaukee, Wisconsin 53208

Purpose: To create and develop a course that, through the use of concepts from social science and the humanities, will enable pupils to gain insight into the operation and structure of American society and the physical and social nature of man.

Summary: This project has produced a student handbook of some 200 pages and a 200-page resource book of charts, tables, and readings. There is a teacher's guide. The materials are for fifth grade and able readers.

Grade Level: Seventh

Subject Area: Social Studies, Humanities

Published Materials: The American: His Heritage, Rights, and Responsibilities - An Introduction to the Social Sciences and Humanities. Set of four books: (a) Teacher's Guide, (b) Student Handbook, (c) Book of Readings, and (d) Lower Track Book of Readings. (The Lower Track Book of Readings correlates page for page with the regular Book of Readings.) $8.00 per set of four books.

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Project 40. An Experimental Course in History - Oriented Humanities

Director: Morris Buske, Oak Park and River Forest High School, 201 North Scoville Ave., Oak Park, Illinois 60302

Purpose: To develop and test a two-year course which integrates art, music, history, and philosophy, and increases the student's ability to make analytic comparisons among ideas from those disciplines.

Summary: This project has developed student and teacher materials designed to accomplish the project's purpose.

World Civilization is a humanities-oriented two-year course, based on World History. It attempts to increase understanding of the cultures which are studied, by examining their art, music, literature, and philosophy, as well as their history. The course is offered to high school freshmen and sophomores.

Grade Level: 9 and 10

Subject Area: World History, World Cultures, World Civilizations

Published Material: Write the project. Outline available at no charge.

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Project 41. Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes

Director: Robert L. Darcy, Center for Business Administration, Copeland Hall, Ohio University, Athens, Ohio 45701

Purpose: To help high schools improve the preparation of young people for effective participation in the changing economy and world of work.

Summary: Project identified appropriate content for secondary school aimed at bridging the gap between school and work. The topics were: World of Economics, Nature of Work, Decision Making and Planning, Manpower Market, Occupations and Employment, Skills and Economic Value of Education, and Technology and Change. Instructional materials for this course were developed and field tested.

Grade Level: Secondary

Subject Area: Economics

Published Material: Manpower and Economic Education: Opportunities in American Economic Life, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1968.

Teacher Manual, Manpower and Economic Education, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1968.

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Project 42. Experiments in Teacher Professional Growth

Director: Louis Rubin, Dean, Nova University, Fort Lauderdale, Florida 33314

Purpose: To develop curriculum materials that will be exemplary in illustrating how professional improvement and growth may be achieved through in-service training.

Summary: This project has been engaged in developing student materials for use in establishing an in-service teacher training package. The idea is to illustrate effective teaching through the use of contemporary materials. The project is based on the idea that in-service training is the key to improved teaching in the social sciences. Ideas illustrated in the overall package are that in-service training is possible for all faculties and teachers, integrated programs can facilitate effective teaching and professional growth, specific teaching techniques have been developed to teach students useful intellectual skills and different students require different instructional procedures and activities.

Grade Level: K-12

Subject Area: Social Science - All disciplines

Published Material: Write the director.

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Project 43. Focus on Inner-City Social Studies (FICSS) (Kent State)

Director: Melvin Arnoff, Room 121, College of Education, Kent State University, Kent, Ohio 44240

Purpose: To design a social studies program, K-12, that will serve urban schools. The plan is to seek out and identify existing materials and to develop new materials for those areas where few or none are currently available.

Summary: The project has developed the following materials which should be available by the time this reaches print:

1. Families in Our City - A unit for any of the primary grades but designed for the first semester of grade one. Primary goal of the unit is to develop self-acceptance and appreciation for the diversity that exists among families in American communities.
2. Afro-American in United States History - A unit designed for the inner-city or suburban student in grades five, eight, and eleven. Goals of the unit are to help in the development of student identity and to bring about appreciation of the contributions of the Black American.
3. Nigeria: An African Dilemma - Designed to be incorporated into existing sixth and tenth grade world geography or history courses. Goal is to develop insights into the problems and complexities of modern Africa.
4. Minority Power in America - A unit created for grades nine and eleven with the goal of increasing student understanding of the struggle of Black people in America.

Grade Level: K-12

Subject Area: Social Studies

Published Material: Very few materials for general distribution are available at this time. There is, however, the Rationale, which is available at the cost of 50¢, and the Curriculum Design. There is also an occasional Newsletter, which is distributed as it appears.

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Project 44. Geography Curriculum Project

Directors: Marion J. Rice and John M. Ball, 105 Fain Hall, University of Georgia, Athens, Georgia 30601

Purpose: To prepare students by simulation exercises in which the concept system is inquiry oriented to formulate and answer geographic questions.

Summary: Project based on premise that any field of knowledge consists of a system of concepts which are used to express ideas and describe relationships. Through inquiry-oriented simulation exercises students are to be taught geographic knowledge.

Program outline:

Grade K Earth: Man's Home
Grade 1 Place and Environment
Grade 2 Resource and Production
Grade 3 Spatial Arrangement and Region
Grade 4 Rural Settlements
Grade 5 Urban Settlement
Grade 6 Population

Grade Level: K-6

Subject Area: Geography

Published Material: Earth: Man's Home, sample set $5.00. Field use set (teacher's manual, 40 workbooks, 40 unit tests) $35.00.

A Bibliography for Geographic Education by John M. Ball, $1.00.

Place and Environment, sample set $5.00. Field use set $35.00.

Resource and Production, sample set $5.00. Field use set $35.00.

Spatial Arrangement and Region, sample set $5.00. Field use set $40.00.

Rural Settlements, sample set $5.00. Field use sets $40.00.

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Project 45. Greater Cleveland Social Science Program (Concepts and Inquiry: The Educational Research Council of America Social Science Program)

Director: Raymond English, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113

Purpose: To develop a K-12 curriculum based on the sequential development of social science concepts and generalizations.

Summary: This project is three-fourths of the way toward completing its goal of a K-12 sequential curriculum. Materials--both student and teacher--are available for the first nine grades plus kindergarten. They are:

K - Learning About the World)
Children in Other Lands) one semester each
1 - Learning About Our Country)
Explorers and Discoverers) one semester each
2 - Communities at Home and Abroad
3 - The Making of Anglo-America)
The Metropolitan Community) one semester each

4 - The Story of Agriculture)
The Story of Industry) one semester each
Area Study: India: A Society in Transition
5 - The Human Adventury - Parts I-IV
Area Study: The Middle East
6 - The Human Adventure - Parts V-VIII
Area Study: Latin America
7 - The Challenge of Our Time: The Recent and Contemporary World
Area Study: Africa
8 - Six Generations of Americans
Area Study: North America and the Caribbean
9 - The Price of Freedom: Comparative Politics and Economics
Area Study: Europe, East and West
Grade Level: K-12
Subject Area: All
Published Material: Write Allyn and Bacon, Inc. for a listing and price list of their current publishings of GCSSP materials. A price list and description of literature on all of the materials produced by the project is available from the Educational Research Council at the above address. The Council also has for sale various types of teaching and supplementary materials.

Allyn and Bacon is and will be the commercial publisher of the above materials. By January of 1971 the K-6 materials were to have been ready, while 1973 was the date set for publishing of all materials written to this date.

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Project 46. Harvard Social Studies Project (The Analysis of Public Controversy, A Study in Citizenship Education)

Director: Donald Oliver and Fred Newmann, Graduate School of Education, 210 Longfellow Hall, Harvard University, Cambridge, Mass. 02138

Purpose: To develop social studies material and techniques to deal with the teaching of controversial public issues.

Summary: This project has developed a series of units that provide teaching and learning materials for the study of significant contemporary social, political, and economic value issues. Each of the units, which are in separate pamphlet form, is built around an historical context and a legal or ethical topic that revolves around societal problems. The units are designed to encourage the development of critical thinking skill and techniques. Students are presented with moral issues, value issues, issues of fact, reference, and even issues of definition. In essence each of the units is a case study of an important issue. The units are not intended to be the whole curriculum or course of study but rather to be incorporated into various secondary school social studies classes. There is a general teacher's guide entitled Cases and Controversy which contains the rationale for the units and the approach they use. These materials are suitable for use with average

high school students. Also a 15-page guide titled "Guide to Teaching the Public Issues Series" is available. There are three demonstration teaching films available from the publisher.

Grade Level: Secondary 9-12 (Have been used with 7 and 8)

Subject Area: Social Studies

Published Material: Available from American Education Publications, Education Center, Columbus, Ohio 43216. $.35 each.

Following titles are available:

The American Revolution	Community Change
The Rise of Organized Labor	The New Deal
Negro Views of America	Communist China
Taking a Stand	Nazi Germany
The Railroad Era	Twentieth Century Russia
The Immigrant's Experience	Colonial Kenya
Municipal Politics	Race and Education
Rights of the Accused	Science and Public Policy
Religious Freedom	Status
The Lawsuit	The Civil War

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Project 47. A High School Curriculum Center in Government (Indiana University, Bloomington, Indiana)

Directors: Shirley Engle and Howard Mehlinger, 1129 Atwater, Bloomington, Indiana 47401

Purpose: To develop and promote curriculum materials and teaching strategies for high school political science programs.

Summary: This project has completed a two-semester ninth-grade course entitled American Political Behavior. The twelfth grade course is at present in the developmental stage and has not been titled. American Political Behavior is subdivided into:

1st Semester: An Introductory Unit which looks at and defines various aspects of political behavior. An eight-week unit emphasizing the influence of social and national environments on political behavior. American political culture and its socialization process is analyzed. An eight-week unit dealing with the topics of voting behavior, responses of groups and individuals to campaign strategies of the parties and an analysis of citizen effect on public decisions and policies.

2nd Semester: An eight-week unit that studies political roles of various important individuals, groups, and institutions, e.g., Supreme Court Justice, The President, Members of Congress, and bureaucrats. A unit on the role and influence of mass media and advertising spokesmen, interest groups and their representatives, technical and scientific experts, and political party leaders on public decisions and policies.

Various instructional and teaching strategies are utilized as well as different forms of media, e.g., a simulation game, case studies, attitude scales, slide and tape presentations. The instructional and teaching strategies require students to utilize the higher level cognitive processes and there is some emphasis on value analysis on various issues. The materials are more suitable for high achievers and the more able

and academically talented student, since considerable work with abstractions is involved.

Grade Level: Ninth grade and Twelfth grade

Subject Area: Civics, Government, Political Science

Published Material: The ninth grade course American Political Behavior was released to the U.S. Office of Education in March 1970 and is available through ERIC. Publisher: Ginn and Company. Commerical publication is proposed for 1972.

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Project 48. High School Geography Project

Director: Dana Kurfman, P.O. Box 1095, Boulder, Colo. 80302

Purpose: To develop new materials and teaching strategies for a two-semester high school geography course.

Summary: The six units described below are interdisciplinary in content, drawing from geography, history, economics, political science, and anthropology. Each involves considerable student participation and utilizes a variety of media and instructional activities, e.g., maps, simulations, slides, transparencies, pairing of students. Conceptual learning is stressed, with students being asked to come to their own generalizations and conclusions. Decision making is emphasized in all units.

Unit I. Geography of Cities. Students study city site locations, factors influencing location, city land use. Students construct a hypothetical city over a period of time. Abstract model building is one technique used. A teacher's kit for this unit is indispensable, as it contains maps, aerial photos, stereoscopes, simulation materials, and pictures that are correlated with the assignments.

Unit II. Manufacturing and Agriculture. Types of manufacturing and agriculture are studied through the use of maps, data, and readings. Decision making and role playing are used as a concluding simulation called Farming wherein students assume the roles of farmers during three different periods of history.

Unit III. Cultural Geography. The various ways in which people of different cultures view objects and ideas are studied by looking at examples. Slides, games, and readings are utilized. Cultural diffusion and the cultural region concept are introduced and studied.

The last three units which are in the process of publication are Political Geography, Habitat and Resources, and Japan. Political Geography is an introduction to that topic, Habitat and Resources stresses environmental topics, and Japan is a unit on a particular country and region.

Grade Level: Intended for the tenth grade but suitable for eleventh or twelfth grade.

Subject Area: Geography, Cultural Geography, Political Geography. Specific units can be used in other social studies courses.

Published Material: The Macmillan Company, School Division, Riverside, New Jersey 08075

Unit I.	Geography of Cities - Student Materials Kit (2 students)	$5.97
	Teacher's Kit	240.00
Unit II.	Manufacturing and Agriculture - Student Resume Book	1.35
	Student Manual	1.80
	Teacher's Materials Kit	53.80
	Game of Farming	27.60
	Consumable Materials for Farming	6.99
Unit III.	Cultural Geography - Student Resources Book	.75
	Student Manual (10)	1.95
	Teacher's Materials Kit	15.00

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Project 49. A High School Social Studies Curriculum for Able Students (Carnegie-Mellon University)

Director: Edwin Fenton, Carnegie Education Center, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pa. 15213

Purpose: To develop a four-year, 9 through 12, integrated sequence curriculum utilizing an analytical mode of inquiry and designed to teach and develop the student's skills, knowledge, and ability to discuss questions of fact and value.

Summary: This project has developed a four-year curriculum based on the following sequence:

Grade 9 - Comparative Political Systems
Comparative Economic Systems
Grade 10 - The Shaping of Western Society
Tradition and Change in Four Societies
Grade 11 - American History
Grade 12 - Introduction to the Behavioral Sciences
Humanities in Three Cities

Accompanying each of the above areas is an audio-visual component, a book of student readings (the equivalent of a textbook), and elaborate teaching guides containing daily lesson plans. Tests are also provided. The A-V component generally includes filmstrips, ditto masters for handouts, and overhead transparencies. Recordings and pictures are included in some of the kits which must be considered as part of the courses rather than supplementary to them. While the above sequence of courses is recommended it is not mandatory that all of them be taught or that they necessarily be taught in the order originally arranged. The materials were originally developed for the more able student. The publisher claims that they are now suitable for average students as well. In all of the courses student readings form the heart of the course. The readings are from a variety of sources and are of several types. Some have been rewritten to make them more readable for today's students.

Grade Level: 9-12
Subject Area: World History, Civics, Social Studies, American History, Humanities, and the Behavioral Sciences
Published Material: all materials are produced and published by Holt, Rinehard and Winston, Inc. A price list and a full description of the content of the various courses plus a statement explaining the rationale of the curriculum are available from Holt. Teacher training films are available.

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Project 50. Human Dignity Through American History

Director: Arthur L. Satterlie, Vallejo Unified School District, 211 Valle Vista Avenue, Vallejo, California 94590
Purpose: To develop and evaluate American History courses for grades five, eight, and eleven in which the historical contributions of the Black American are studied.
Summary: This project was to have been field tested during the 1969-1970 school year. A first draft of a curriculum and resource guide for teachers has been developed. According to the guide a process type of approach was to be utilized.
Grade Level: Five, eight, and eleven
Subject Area: American History
Published Material: Curriculum Materials
Grade 5 - Human Dignity Through American History - $3.00
A conceptual cultural approach to the Social Sciences in the 5th grade. A supplement to the Contra Costa Social Studies Guide. A Title III, ESEA Project. (50 pp.)
Grade 6 - Human Dignity Through World History
In preparation.
Grade 7 - Human Dignity Through World History - $3.00
A conceptual approach to the Social Sciences in the 7th grade. The plan involves the study of Central Europe, Middle East and Northern Africa, Central Africa, and Australia and Southeast Asia. The four areas will be studied and compared on the basis of the following disciplines: Geography, Economics, Sociology/Anthropology, and Political Science. (70 pp.)
Grade 8 - Human Dignity Through American History - $3.00
A conceptual cultural approach to the Social Sciences in the 8th grade. A Title III, ESEA Project. (68 pp.)
Grade 9 - Human Dignity Through World History - $1.00
A plan for development of a program for students in the 9th grade by establishing behavioral objectives to study the countries of Russia, British Commonwealth, Japan, and South America (South of Mato Grosso). Study is made of the disciplines of Economics, Political Science and Sociology/Anthropology. (20 pp.)
Grade 10 - Human Dignity Through World History - $3.00
A conceptual approach to the Social Sciences in the 10th grade. A comparison of the people and institutions of Brazil, China, India, and Union of South Africa using the disciplines of Political Science, Econonics, and Sociology/Anthropology. (110 pp.)

Grade 11 - Human Dignity Through American History - $3.00
A conceptual cultural approach to the Social Sciences in the 11th grade. A Title III, ESEA Project. (85 pp.)
Grade 12 - Human Dignity Through American History - $1.00
A plan for development of a course in Government for 12th grade students. Behavioral objectives are established for development of each of the units. (16 pp.)

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Project 51. The Identification of Criteria for the Effective Use of Films in Teaching History in the Classroom in a Variety of Teaching Situations, Grades 7-12

Director: Robert L. Zangrando, American Historical Association, 400 A Street, S.E., Washington, D.C. 20003
Purpose: To identify, examine, and describe the criteria that enter into teacher selection of films in history teaching for grades 7-12.
Summary: This project has produced no student materials but rather a report addressed to teachers, social studies supervisors and curriculum specialists, university instructors, teachers in teacher training institutions, and people who make or purchase educational films. The report describes and discusses the multitude of factors and concerns that should accompany the proper educational utilization of films in history instruction. The major point is that method and content are both necessary factors in effective instruction and more and better cooperation is needed between the various parties to the entire film instruction process.
Grade Level: Secondary, 7-12
Subject Area: History
Published Material: The final report is available from ERIC.

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Project 52. Image of Latin America: A Study of American School Textbooks and School Children, Grades 2-12

Director: Vito Perrone, University of North Dakota, Grand Forks, North Dakota 58201
Purpose: To determine the extent of understanding of Latin America by school children and the effects of social studies textbooks on this understanding.
Summary: This was not a project to develop student materials but rather to research the extent of student understanding of Latin America and the amount of understanding contributed by history and other textbooks. A summary of the project is available which describes project objectives, procedures, hypotheses, and conclusions.
Grade Level: Second through Twelve
Subject Area: Latin America
Published Material: Available through ERIC.

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Project 53. Impact on Learning and Retention of Specially Developed History Materials for Culturally Deprived Children: An Exploratory Study

Director: Robert W. Edgar, Professor of Education, Department of Education, Queens College, Flushing, N.Y. 11367

Purpose: To explore the impact of instructional materials about the Black on the historical learnings and interests of deprived Negro eighth-grade students in disadvantaged schools.

Summary: This project was to be one in which various types of materials--fictional and biographical--were to be used to determine their effectiveness upon the social studies learnings of deprived and disadvantaged Black eighth graders. For information about the extent and status of the study and its developed materials, write the project director.

Grade Level: Eight

Subject Area: History

Published Material: Cooperative Research Small Contract Project S-265. Director: Robert W. Edgar, Co-worker: Carl Auria. Title: "The Impact of Learning and Retention of Specially Developed History Materials for Culturally Deprived Children."

An eleven-page summary of research results is available for those interested in research in the social studies with educationally disadvantaged children. The research report deals with growth on a testing instrument for one unit in eighth-grade American History classes.

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Project 54. Improving the Teaching of World Affairs (AWARE Center–Adirondack World Affairs Resources for Education)

Director: Harold Long, 3 Quade St., Glens Falls, New York 12801

Purpose: To contribute to the improvement of world affairs education.

Summary: This project, now completed, produced a publication available from the National Council for the Social Studies, Curriculum Series No. 13, Bringing the World into Your Classroom: Gleanings from Glens Falls, edited by Mary Renaud. The newsletter of the project is no longer published.

Grade Level: Elementary and Secondary

Subject Area: World Affairs

Published Material: Bringing the World into Your Classroom: Gleanings from Glens Falls, Curriculum Series No. 13, available from NCSS, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

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Project 55. Inland Valley Elementary School Archaeology Project: A Comparison of Two Teaching Approaches

Director: Donald W. Hardy, School of Education, University of Redlands, Redlands, Calif. 92373

Purpose: To develop a guide for the teaching of California archaeology and to determine the educational effect of student participation in an archaeological excavation.

Summary: The project has developed a teaching guide entitled California Archaeology. It and a project rationale are available.

Grade Level: Six

Subject Area: Anthropology

Published Material: Write the project for the prices of the guides.

* * *

Project 56. Inquiry into Social Issues in Secondary Schools

Director: Byron G. Massialas, Department of Social Studies Education, 302 Education Bldg., Florida State University, Tallahassee, Florida 32306

Purpose: To investigate how emotional reactions are affected by different types of intellectual operations and value judgments; to probe the role of the teacher in the rational examination of social issues, and to develop a category system for analyzing classroom discourse in the social studies.

Summary: This project has produced two papers:

1. "Belief in Traditional Sociopolitical Values and the Discussion of Social Issues" by Byron G. Massialas, Nancy Freitag, and Jo A. Sweeney. A paper that reports on the question, "...if, in the discussion of social issues, teachers who have a strong belief in traditional sociopolitical values differ significantly on various dimensions from teachers who have a low belief in traditional sociopolitical values."
2. "Developing a Cognitive Category System for Analyzing Classroom Discussion on Social Issues" by Byron G. Massialas, Nancy Freitag, and Jo A. Sweeney. A study "to develop a category system which may provide a meaningful way to look at and analyze classroom discussion based on social issues and value cleavages in society."

Grade Level: Secondary

Subject Area: Social Studies (Biology and English are to be included)

Published Material: The above two papers were published in February 1969.

Byron G. Massialas with Nancy Sprague and Jo Ann Sweeney, Structure and Process of Inquiry into Social Issues in Secondary Schools, Ann Arbor, the University of Michigan, 1970, contract OEC3-7-061678-2942 with the U.S. Department of Health, Education, and Welfare, Office of Education; three volumes as follows:

Volume I Inquiry into Social Issues, 303 pp.

Volume II A Study of Teacher/Student Attitude-Congruence Patterns and Student Evaluations of Controversial Social-Issues, Classes, and Teachers, 379 pp.

Volume III Social Issues Classroom Discourse: A Study of Expository, Inquiry-Nonprobing Inquiry-Probing Classes, 208 pp.

The three volumes may be obtained in microfilm through the ERIC System or through inter-library loan from the University of Michigan or Florida State University.

Byron G. Massialas and Jack Zevin, World History Through Inquiry.
THE UNITS:
Looking into History, student ed. 96-2536, $1.60; teacher's manual 96-2537, $1.60; seven color slides 96-2553, $5.60.
Political Systems, student ed. 96-2538, $1.60; teacher's manual 96-2535, $1.60; 10 color slides 96-2552, $8.00.
Social Structure, student ed. 96-2538, $1.60; teacher's manual 96-2539, $1.60; 20 color slides 96-2554, $16.00.
Man and His Environment, student ed. 96-2540, $1.60; teacher's manual 96-2541, $1.60; 10 color slides 96-255, $8.00; outline and test maps 96-2562, $24.00.
Economic Organization, student ed. 96-2542, $1.60; teacher's manual 96-2543, $1.60; 10 slides 96-2556, $8.00.
Religious-Philosophical Systems, student ed. 96-2542, $1.60; teacher's manual 96-2543, $1.60; 10 slides 96-2556, $8.00.
Cultural Exchange, student ed. 96-2546, $1.60; teacher's manual 96-2547, $1.60; 24 color slides 96-2558, $19.20; LP Record "Cultural Exchange" 96-2561, $6.40.
Two Societies in Perspective, student ed. 96-2548, $1.60; teacher's manual 96-2549, $1.60; 20 color slides 96-2559, $16.00.
World Order, student ed. 96-2550, $1.60; teacher's manual 96-2551, $1.60; 10 color slides 96-2560, $8.00.

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Project 57. Insights Gained as a Result of a High School Social Studies Course (Completed)

Director: Ida B. Lalor, Research Coordinator, Evanston Public Schools District 65, 1314 Ridge Ave., Evanston, Ill. 60201

Purpose: To determine the generative capacities and ability of anthropological concepts to develop social sensitivity and selected intellectual skills.

Summary: This project is based on the dissertation of one of the directors, Ida Lalor. The project was concerned with teaching a course based on cultural anthropology to a group of ninth-grade students for the above stated purpose. As of late 1969 no student materials were available nor had the course of study been prepared for publication.

Grade Level: Nine

Subject Area: Cultural Anthropology

Published Material: Write the director. Material used in Ida B. Lalor's Ph.D. dissertation. For copy, write Department of Photo Duplication, Swift Hall Basement, University of Chicago, Chicago, Ill. 60637.

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Project 58. Intercultural Studies Program

Director: Wallace L. Anderson, University of Northern Iowa, Cedar Falls, Iowa 50613

Purpose: To coordinate programs and develop materials in the area of Intercultural Studies

Summary: The project is designed to do the following:
1. Coordinate a series of university courses that deal with foreign area studies
2. Coordinate a faculty development program with sponsored seminars on India and China and provide opportunities for faculty members to study abroad
3. Coordinate a series of conferences on international studies
4. Coordinate a teacher education program in intercultural studies
5. Acquire instructional materials on the non-western world
6. Set up an exchange program for faculty members.

In addition, it is expected that the project will prepare intercultural studies teaching materials.

Grade Level: Elementary through University

Subject Area: Intercultural Studies

Published Material: "Understanding Peoples of the Non-Western World (through Books for Boys and Girls)," a bibliography for K-8. $1.00 each. Write the project for the availability of secondary and college-level materials.

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Project 59. Intercultural Understanding Project

Director: Melvin H. Samuels, Allegheny County Schools, 100 Ross St., Fourth Floor, Pittsburgh, Pa. 15219

Purpose: To develop a curriculum for World Cultures.

Summary: The project provides for (a) continuing in-service teacher education in social sciences as related to the course, (b) increased student motivation by utilization of foreign personnel in the classroom, (c) the development of individualization of instruction, (d) selection and development of materials necessary to provide meaningful experiences.

Units developed: "African Writers," "Africa," "Japan," and "Japanese Writers."

Units being developed: "American Teenage Sub-Culture," "Japan," "Africa," "Latin America," "India."

Grade Level: Senior High School

Subject Area: Social Studies

Published Material: Bibliographies available from project at $1.00 each for these units: "African Writers," "Africa," "Japan," and "Japanese Writers."

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Project 60. Janesville Social Studies Project

Director: Keigh Hubel, Janesville Social Studies Project, 3125 Mineral Pt. Ave., Janesville, Wisconsin 53545

Purpose: To develop a three-year secondary social studies curriculum which combines, interrelates, and synthesizes the social

sciences, history, and the humanities so that a more complete view of man can be obtained and studied.

Summary: The project is developing a three-year interdisciplinary sequence of courses which puts the major emphasis on the idea of man's talent and creativity and that the best way to study this is through a creative and thoughtful attitude on the part of the student. Students study man with an analytical framework and pattern that is introduced in the tenth grade. Each discipline is studied utilizing this framework to look at the concepts, generalizations, theories, and principles of the respective disciplines. The first five semesters of the sequence build to a last semester study of all the disciplines and their methodologies. The course sequence is as follows:

Grade 10 - Volume I - Pre history through the Renaissance, and the Reformation
Grade 11 - Volume II - Discovery and Exploration through the Nineteenth Century (including U.S. History)
Grade 12 - Volume III -
1st Quarter: 20th Century Events
2nd Quarter: The 20th Century Topically: Art, Literature, Music, Philosophy, Religion, Science, Recreation, and Urbanization
3rd Quarter: Social Science Disciplines
4th Quarter: Presentation of the results of research and thinking about contemporary problems.

Grade Level: 10-12
Subject Area: History, Social Science, and Humanities
Published Material: For availability write Man Thru Time Publishing Co., P.O. Box 2118, Madison, Wisconsin.

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Project 61. Knowledge of Economics of Eleventh Grade U.S. History Students

Director: Harold Kastner, Florida State Department of Education, Tallahassee, Florida 32302
Purpose: To determine if planned instruction in economics in the eleventh grade course of American History contributes significantly to economic understanding.
Summary: This study did not develop student materials for publication and distribution but rather conducted experiments on economic understanding. The reported results showed that there were slight gains for groups of students who experienced the special emphasis on economics but the differences in achievement between the experimental and control groups were not great.
Grade Level: Eleven
Subject Area: American Economic History
Published Material: Consult ERIC.

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Project 62. Law in American Society Project

Director: Robert H. Ratcliffe, Law in American Society, Room 850, 29 South LaSalle St., Chicago, Ill. 60603

Purpose: To develop social studies curriculum materials and teacher training programs which focus on the role of law in American society.

Summary: This project has developed or is developing the following student and/or teacher materials for grades five, seven, eight, nine, eleven, and twelve:

Grade 5 - Law in a New Land. Student casebook and teacher handbook

Grades 7-8 - The Law and American History. Student casebook and teacher handbook

Grade 9 - Justice in Urban America Series

Law and the City)
Crimes and Justice)
Law and the Consumer)
Poverty and Welfare)
Landlord and Tenant)
Youth and the Law)

This program developed by an interdisciplinary team of teachers, lawyers, law professors, political scientists and educators focuses on topics of private law. The emphasis is on how the law really works in everyday life as well as how it can be made to work. Technical legal terms have been kept to the minimum and the significant areas of the law have been expressed in clear and simple language. Inquiry by the student is an integral part of each book.

Grades 11-12 - Legal Issues in American History. Student casebook and teacher handbook

Grade Level: 5, 7, 8, 9, 11, and 12

Subject Area: Social Studies, Political Science, American History

Published Material: Justice in Urban America Series is published and available from Houghton Mifflin Company, 110 Tremont St., Boston, Mass. 02107.

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Project 63. Lincoln Filene Center Program for Research and Development in the Social Studies

Director: John S. Gibson, Lincoln Filene Center, Tufts University, Medford, Mass. 02155

Purpose: To develop (a) an elementary program which focuses on intergroup relations, and (b) a secondary program of general social studies for average and below average students.

Summary: The center is a research, development, and teacher education institute in the social sciences with emphasis on citizenship education at the elementary and secondary levels. The elementary program stresses intergroup relations while the secondary program is aimed at moving students toward cognitive and affective objectives as well as behavioral objectives.

This project has developed too great an amount of materials to adequately summarize or describe here. Basically, the materials are divided into elementary and secondary materials and materials for teachers.

Elementary Materials: The Intergroup Relations Curriculum: A Program for Elementary School Education, edited by John Gibson.

Volume I - Outlines the project background and notes recommendations regarding the treatment of intergroup relations through the process of education.

Volume II - Presents the curriculum with teaching strategies, learning activities, and instructional units. Also has a bibliography for teachers and students. Sold only as a unit.

Secondary Materials: Includes seven different instructional programs including:

1. Dimensions of Citizenship
2. Politics and Policy Making
3. Urban Problems and Prospects
4. The American Economic System
5. American Civilization and History
6. The Law and Citizenship
7. The International System: Themes and Decisions

Most of the programs are multi-media programs, in that films, simulations, tapes, books, and readings are involved in the program's instructions.

Summary: Teacher Materials: Include books, simulations, kinescopes, and films.

Grade Level: K-12

Subject Area: Civics-Government

Published Material:

Elementary Materials:

The Intergroup Relations Curriculum: A Program for Elementary School Education (Volumes I and II of the Green Book), sold only as a unit - $7.50.

The Intergroup Relations Photographic Collection, sold only as a unit - $25.00.

Intergroup Relations Seminar Manual - $1.00.

Intergroup Relations Seminar - $300.00*

*Cost of Seminar is $300.00 and includes 5 sets of both volumes of the Green Book, the Manual, rental of the 12 films, and one set of the photographic collection. Contact Mr. Major Morris at the Lincoln Filene Center.

Secondary Materials:

Write the project for its catalogue of materials.

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Project 64. Marin Social Studies Project – A Social Studies Curriculum for a Modern World

Director: Sidney P. Lester, Marin County Superintendent of Schools Office, 201 Tamal Vista Blvd., Corte Madera, Calif. 94925

Purpose: To field test and evaluate new social studies curricula for the purpose of developing (a) a kindergarten through twelve framework which reflects innovative developments in social science education, (b) an in-service training system to accompany that framework.

Summary: Primarily a research project rather than a materials-producing project. The project has built a social studies resource center. The project has produced A Directory of Research and Curriculum Development Projects in Social Studies Education which summarizes the status of approximately 100 social studies and social studies related projects.

Grade Level: K-twelve

Subject Area: Social Studies

Published Material: A Directory of Research and Curriculum Development Projects in Social Studies Education. Write the project for its cost and availability.

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Project 65. MATCH – Materials and Activities for Teachers and Children

Director: Frederick H. Kresse, MATCH Program, The Children's Museum, The Jamaicaway, Boston, Mass. 02130

Purpose: To develop and evaluate multi-media kits and to study the role that real objects play in the learning process.

Summary: The MATCH project has developed sixteen units or topics that are what might be thought of as systems of materials and activities that communicate in a variety of ways. Built around specific topics, the units are combinations of all kinds of objects, e.g., films, pictures, games, recordings, supplies, projectors, plus a teacher's guide on use of the unit. Current plans call for the commercial production of most of the units.

Grade Level	Unit
Nursery-1	Waterplay
K-2	Grouping Birds
1-3	The City
1-3	Houses
2-3	Animal Camouflage
3-4	Seeds
3-4	Netsilik Eskimos
3-4	Musical Shapes and Sounds
3-5	The Algonquins
4-6	Imagination Unlimited
4-6	Paddle-to-the-Sea
5-6	A House of Ancient Greece
5-6	Rocks
5-6	Medieval People
5-6	Japanese Family
5-6	The MATCH Box Press

Grade Level: K-6

Subject Area: Social Studies

Published Material: Publisher is ASE, Inc., or American Science and Engineering, Inc., 20 Overland St., Boston, Mass. 02215
The City - Cost is $357.00
A House of Ancient Greece - Cost is $525.00
Japanese Family - Cost is $576.00

* * *

Project 66. Michigan Elementary Social Science Education Program

Directors: Robert S. Fox, Ronald Lippitt, and J. Lohman, University of Michigan, Ann Arbor, Michigan 48104

Purpose: To help elementary school children, using both themselves and the classroom as a laboratory, utilize social science method and inquiry to examine the problems of human behavior and values.

Summary: A seven-unit (4 to 6 weeks each) set of materials dealing with psychology, sociology, micro-sociology and anthropology on essentially the cognitive level of learning, i.e., the materials are not designed to promote social or personal adjustment.

Unit I. Learning To Use Social Science. A prerequisite to the other units wherein the student is introduced to the tools and content of social science study.

Unit II. Discovering Differences. Stereotypes, personal preferences, and the study of hereditary - environmental differences are the content of this unit.

Unit III. Friendly and Unfriendly Behavior. Social interaction and relations are explored by focusing on the causes of and the various components of friendly and unfriendly behavior of groups and individuals.

Unit IV. Being and Becoming. This unit emphasizes how social science measures and studies human growth and development and how this applies to the student's own growth and development.

Unit V. Individuals and Groups. The content of this unit concentrates upon group dynamics and processes. Group roles, leadership types, and pressures are emphasized.

Unit VI. Deciding and Doing. Individual and group decision making, the problems of decision making, and the causes of successful and unsuccessful group decision outcomes are studied.

Unit VII. Influencing Each Other. Topics for this unit are bases of social power and influence, why some influence attempts are successful or unsuccessful, group ignorance, and how children and adults influence each other.

A record set of five 10-inch LP records, a unit project book for students, and a Social Science Resource Book (readings) are the basic necessary materials. Student evaluations are for the most part left to the discretion of individual teachers.

Grade Level: Intermediate School or Elementary, Four through Six (Project staff used the program successfully with third and seventh graders)

Subject Area: Psychology, Sociology, Anthropology, and Micro-Sociology

Published Material: Science Research Associates, 259 East Erie St., Chicago, Ill. 60611

The above units are available at a net price of $.52 each for the Student Project Books. The readings book, the Social Science Resource Book, is $3.10 net, the Record Set is $20.00 net. Two additional books, The Teacher's Role in Social Science Investigation, which provides background for the teaching techniques needed to successfully present the materials, and a Teachers' Guide which is a detailed set of unit by unit instructions and hints is also available and necessary. The first sells for $3.75, the second for $2.75. A specimen set of all the materials can be purchased for $33.00.

Also available: Problem Solving To Improve Classroom Learning, Chester, Lippitt, and Schmuck, $1.60. Diagnosing Classroom Learning Environment, Fox, Luszki, and Schmuck, $1.96. Role-Playing Methods in the Classroom, Chester and Fox, $1.60.

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Project 67. Minnesota Social Studies Curriculum Project

Director: Edith West, College of Education, 350A Peik Hall, University of Minnesota, Minneapolis, Minn. 55455

Purpose: To develop an integrated course of study drawing from all the social sciences for grades K-14.

Summary: This project, using the concept of culture as its unifying theme, has developed a K-12 curriculum. The materials are of two types, teachers' materials and student materials. Background papers for the social science content of each grade level course are available. Behavioral goals, both cognitive and affective, are identified for each course and unit within a course. Each course draws on sources and materials from many different places including books, other published projects, films, etc. Key concepts and generalizations are the unifiers for each individual course and unit within a course. The curricular framework is as follows:

K - The Earth as the Home of Man
1 -)
2 -) Families Around the World
3 - Communities Around the World (Religious, Educational, and Governmental)
4 - Communities Around the World (Economic)
5 - Regional Studies (U.S., Canada, Latin America)
6 - Formulation of American Society
7 - Man and Culture
8 - Our Political System
9 - Our Economic System and Socio-Economic Problems
10 - American History - Development of American Civilization
11 - Area Studies - (China, India, Western Europe, USSR)

Grade Level: K - 12
Subject Area: Social Studies, all grades

Published Material: All of the above materials are available from the Green Printing Co., 631 Eighth Ave., North, Minneapolis, Minn. 55411

A description and price list will be sent upon request.

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Project 68. Minority History and Culture Project

Director: Norma Jean Anderson, Consultant, Intercultural Education, St. Paul Public Schools, 615 City Hall, St. Paul, Minnesota 55102

Purpose: To create and develop curriculum guides in the social studies that will include and reflect the contributions of various minority groups to American culture and history.

Summary: This project has produced an Afro-American History and Culture Study Guide and was supposed to have produced a similar guide titled Mexican-American History and Culture Study Guide during 1969. Also planned is a guide dealing with Indian-American History and Culture. Each guide includes biographies, materials concerned with current problems, an annotated bibliography, and some recommended teaching procedures.

Grade Level: K-12

Subject Area: Minority History and Culture

Published Material: Write the director of the project for information concerning the guides.

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Project 69. NCA Foreign Relations Project

Director: Jerry R. Moore, College of Education, University of Virginia, Peabody Annex, Charlottesville, Virginia 22903

Project Information Address: Room 740, 53 West Jackson Blvd., Chicago, Illinois 60603

Purpose: To develop materials for foreign relations study and promote the integral inclusion of foreign policy studies in the secondary social studies program.

Summary: The project has produced the Foreign Relations Series, a series of eleven compact studies on United States foreign policy problems. The studies were written by historians and political scientists for high school students. Organization of each unit has introductory chapters that present geographic, historical, and economic information as background material to the study of United States foreign policy. Later chapters pose alternative approaches to key issues confronting the United States. A teacher's guide is available with an analysis of subject content and a listing of discussion questions, additional readings, and suggested activities. Titles available are:

The United States and World Affairs
Chinese Dilemma
America's Role in the Middle East
The New Europe, the Common Market, and the United States

Southeast Asia and American Policy
The United States and the Soviet Challenge
Africa and the World Today
The United States in the United Nations
The United States' Role in Latin America
India and the World Today
Japan - Ally in the Far East

Grade Level: Secondary 9-12
Subject Area: Foreign Relations, International Affairs
Published Material: The eleven units are available from Laidlaw Brothers, Inc., River Forest, Illinois. About $.75 net.

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Project 70. New Social Studies for the Slow Learner: A Junior High School American History Course

Director: Edwin Fenton, Social Studies Curriculum Center, Carnegie-Mellon University, Pittsburgh, Pa. 15213
Purpose: To develop an American History course for Junior High School slow learners utilizing the strategies and techniques of the "New Social Studies."
Summary: This project, under the leadership of Edwin Fenton, has developed both a program for slow learners and a rationale for the program. The rationale is a thorough analysis of the slow learner and the problems involved in teaching him. The program consists of a textbook in the form of readings, student workbooks, an audio-visual kit, teacher's guide, and a full range of tests. Through the use of short readings utilizing a restricted vocabulary, recordings, drawings, cartoons, photographs, graph and map exercises, the student is involved in the inquiry process. Besides teaching a method or process of inquiry the program objectives include reading skills, social studies skills, positive attitudes toward social studies and learning, and, of course, the acquisition of knowledge concerning American History.
The program was to be published in time for the 1970-71 school year.
Grade Level: Junior High
Subject Area: American History
Published Material: To be published by American Heritage Publishing Co. and distributed by Holt, Rinehart and Winston, Inc.

* * *

Project 71. New York University Center for Economic Education

Director: George Dawson, New York University, School of Education, Washington Square, New York, New York 10003
Purpose: To conduct research on economic education and to provide materials, instruction, speakers, and consultation for teachers and teacher trainees.

Summary: This project has completed the following studies:

1. Economics for Terminal High School Students: A Survey of Authoritative Opinion
2. Economics in the Non-Public Secondary Schools of New York
3. A Survey of Research in Economic Education
4. The Economic Backgrounds of Social Studies Teachers in New York
5. A Nation-Wide Survey on the Economic Education of Teacher-Trainees
6. The Preparation of Future Business Teachers in America
7. An Evaluation of the Effectiveness of Introductory Economics Courses in High Schools and Colleges
8. Techniques Used in Teaching Economics K-12 in the United States
9. Economics in Two-Year Colleges in the United States

Grade Level: K-12 and College
Subject Area: Economics
Published Material: Write the project for information about the availability of the studies.

* * *

Project 72. Ortega Park Teachers Laboratory

Director: Richard Suchman, Ortega Park Teachers Laboratory, P.O. Box 40207, San Francisco, Calif. 94140

Purpose: To provide teachers a place and opportunity to learn, explore, experiment, and inquire into the many facets of the teaching-learning experience.

Summary: This unique project is in a 78-acre redwood forest of tall trees and almost wilderness-like surroundings. It is located in a semi-remote area near Menlo Park, Calif. It has a building designed for contemplation, thinking, learning, and talking with other teachers. It offers programs that give teachers a chance to interact with other teachers or to just think. Perhaps it is best described as a hideaway designed to promote thought and hopefully progress in the teaching profession. For information about the laboratory and its various programs write to the project at the above address.

Grade Level: Open to all
Subject Area: Open to all
Published Material: Write director.

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Project 73. Our Working World

Director: Lawrence Senesh, 970 Aurora Ave., Boulder, Colo. 80302

Purpose: To introduce children to fundamental ideas which underlie the operation of society and to relate their experiences to these principles.

Summary: The program is planned to provide children with the social science tools which they need to better understand the cause-

effect relationships in our society. The instruction in the use of these tools is tied to real life experiences; hence, as the child moves through the curriculum, he experiences the basic concepts of the social sciences in increasing depth and complexity.

Grade Level: K-6

Subject Area: Economics

Published Material: There are materials available from Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611. These include record sets, filmstrips, readers, activity books, and teacher resource units for grades 1-3.

Our Working World 1-3		
Grade 1		
Record set (14 10-inch 33 1/3 rpm)		$46.67
Families at Work		4.44
Activity Book		1.04
Teacher's Resource Unit (198 pgs.)		7.00
Specimen Set		16.40
Grade 2		
Record Set (8 10-inch 33 1/3 rpm)		33.34
Neighbors at Work		4.60
Activity Book		1.04
Teacher's Resource Unit (296 pgs.)		7.00
Specimen Set		17.20
Grade 3		
Cities at Work		5.00
Activity Book		1.16
Teacher's Edition Activity Book		1.16
Teacher's Resource Unit		7.00
Specimen Set		13.20
Grades One to Three-Specimen Set		46.80
Our Working World - Grade 3 Filmstrips		
Complete Set		100.00
Filmstrip #1	Dots on the Earth	10.00
Filmstrip #2	What Is a City	10.00
Filmstrip #3	Why a City Is Where It Is	10.00
Filmstrip #4	The City: Marketplace of Goods and Services	10.00
Filmstrip #5	The City: Marketplace of Ideas	10.00
Filmstrip #6	Why a City Grows	10.00
Filmstrip #7	What Keeps People Together?	10.00
	What Keeps People Apart?	10.00
Filmstrip #8	The City and Government	10.00
Filmstrip #9	Why Must Cities Plan?	10.00
Filmstrip #10	Keeping Cities Up to Date	10.00
Filmstrip #11	The City and Transportation	10.00
Filmstrip #12	The City, Water and Air	10.00
Our Working World - Grade 3 Records		
Complete Set of Records		30.00
Record #1	Dots on the Earth/What Is a City	5.27
Record #2	Why a City Is Where It Is/Marketplace of Goods and Services	5.27

Record #3	Marketplace of Ideas/Why a City Grows	$ 5.27
Record #4	What Keeps People Together/ The City and Government	5.27
Record #5	Why Must Cities Plan?/ Keeping Cities Up to Date	5.27
Record #6	The City and Transportation/ The City, Water and Air	5.27
Teacher's Guide/Script Book		2.40
Set of 12 Filmstrips and 6 Records		$120.00

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Project 74. A Philosophical and Historical Rationale for a New Approach to Problems of Democracy

Director: Glenn W. Hawkes, School of Education, University of Massachusetts, Amherst, Massachusetts 01003

Purpose: To bring together in rationale form the historical and psychological concerns of students so that meaning may be made out of their lives both as individuals and as members of a group.

Summary: This has not developed a program or curriculum but rather a rationale with regard to the problems of our democracy. A brief summary of the rationale, entitled, A Philosophical and Historical Rationale for a New Approach to Problems of Democracy – The Social Utility of Historical Narrative, is available from the project director upon request.

Grade Level: Senior High School

Subject Area: Social Studies

Published Materials: A Philosophical and Historical Rationale for a New Approach to Problems of Democracy. Write the director for information about the availability of the entire rationale.

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Project 75. Port Royal Project

Directors: Irving Schein and George A. Taylor

All correspondence to: Henry C. Luccock, Assistant Director of Education for Curriculum Development, Hartford Board of Education, 249 High St., Hartford, Connecticut 06103

Purpose: To develop, prepare, and implement Afro-American history materials suitable for use with inner city and suburban non-academic students.

Summary: The project has developed a booklet utilizing the case study approach and titled, The Port Royal Experiment and the Afro-American. This booklet contains materials designed for the nonacademic student in American history courses at both the eighth and eleventh grade levels.

Grade Level: Eight and Eleven

Subject Area: U.S. History

Published Material: Contact Mr. Luccock for information about the current status of the project.

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Project 76. Preparation of Teaching Guides and Materials on World Geography, North American Geography, and Louisiana Geography (Project Canceled)

Director: Louis J. Nicolosi, Department of Education, Baton Rouge, Louisiana 70804

Purpose: To develop curriculum materials that will include geography as a basic aspect of social studies instruction

Summary: This project is attempting to find ways and means of making cultural and physical geography a basic or integral part of social studies instruction. Hence, the project is working to develop materials at all grade levels that utilize geography. A sample unit and a handbook have been developed. Plans include the future development of audio-visual materials.

Grade Level: One through twelve

Subject Area: Geography

Published Material: No materials available.

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Project 77. The Productive Thinking Program

Director: Richard S. Crutchfield, Educational Innovation, Box 9248, Berkeley, Calif. 94719

Purpose: To help the upper elementary student extend and strengthen his productive and creative thinking skills.

Summary: This project's goal was to increase the realization of the upper elementary student's thinking potential by developing his ability to use skills and strategies of thinking and problem solving. The project developed materials which when used with students were shown to be more effective in developing the following problem solving attributes:

1. Number of problems solved
2. Sensitivity to cues and facts
3. Quality of ideas generated
4. Relevance of questions asked
5. Systematized attack on problems

There were also test gains for students in the divergent types of thinking, e.g., in inventiveness and imaginativeness. Project findings showed gains for different types of students--among the culturally disadvantaged as well as the advantaged, among boys as well as girls, and among low achievers as well as high achievers. Materials include sixteen lessons and a teacher's guide. The materials were designed to be used over an eight-week period of time.

Grade Level: Upper Elementary

Subject Area: Social Studies

Published Material: From the project. It was planned that The Productive Thinking Program be published in 1970 by the Charles E. Merrill Publishing Company.

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Project 78. Program of Curriculum Development in the Social Studies and the Humanities (Social Studies Curriculum Program)

Director: Elting E. Morison, Educational Services, Inc., Massachusetts Institute of Technology, Cambridge, Mass. 02183

Purpose: To explore the use of films as an integrated instructional device.

Summary: Three trial units developed: the environment, technology, and social life of the Netsilik Eskimo of Pelly Bay, Canada; the origins of maize agriculture in the Tehuacan Valley of Mexico and Waltham and Cambridge, Mass.; and the origins of urban life in ancient Mesopotamia. These units were filmed.

Grade Level: K-9

Subject Area: Social Sciences

Published Material: Write director.

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Project 79. A Program for Learning in Accordance with Needs

Director: John C. Flanagan, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302

Purpose: To design a program of studies based on the findings of project TALENT that will help prepare students for their role in a technological society.

Summary: This project is doing the following things:

1. Developing a model or method of determining individual student needs
2. Developing a model to plan the individual student's instructional objectives
3. Developing learning packages to help the student achieve his learning objectives
4. Developing a procedure to continuously monitor the student's progress.

Grade Level: K through twelve

Subject Area: Social Science

Published Material: Citizenship: Objectives and Survey Results by Nat'l. Assoc. of Ed. Progress, Ann Arbor, Mich.

PLAN system of education, social studies, grades 1-12, distributed by Westinghouse Learning Corporation, Hanover St., Palo Alto, Calif.

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Project 80. Project Africa

Director: Barry K. Beyer, Baker Hall, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213

Purpose: To design and develop instructional materials and learning experiences on Africa south of the Sahara.

Summary: This project has developed both a course of study and a curriculum guide for teaching about Africa south of the Sahara.

The curriculum materials developed by the project consist of a semester-long course designed for grades 7 through 10 although it would appear to be most appropriate for grades 9 and 10. The course is organized around three topics:

Topic I - The focus is on contemporary African peoples

Topic II - A study of the forces and institutions that have shaped the African way of life

Topic III - A study of the forces working change in modern Africa

The course is organized to promote student inquiry. Materials include teaching strategies, possible student answers, a book of readings, filmstrips, tapes, maps, transparencies, and student study guides.

A separate book, Africa South of the Sahara: A Resource and Curriculum Guide, is also available.

Grade Level: 7 through 10

Subject Area: World History, World Cultures, or World Geography

Published Material: 1. Africa South of the Sahara: A Resource and Curriculum Guide - Thomas Crowell Co., 201 Park Ave., New York, N.Y. 10003, $3.95 paper; $6.95 hardcover.

2. A full project report from ERIC. Course materials will be available sometime in 1970.

3. Africa: Inquiry Maps (available late spring, 1970). Approximately $30.00. A classroom package containing 30 sets of student maps, a teaching guide, and ten student activities.

4. The African Experience--an inquiry teaching program on Africa for use in secondary social studies courses. A revised and expanded version of the Project Africa materials developed for use by students of all abilities in grades 7-10.

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Project 81. Project STAR–Use of Data Storage and Retrieval System To Teach Elementary School Children Concepts and Modes of Inquiry in the Social Sciences

Also called: Random-Access Data Storage and Retrieval System for Inductive Social Studies Instruction

Director: Bruce R. Joyce - Teachers College, Columbia University, New York, N.Y. 10027

Purpose: To develop a data storage and retrieval system which can be used to investigate its possibilities for social studies instruction and provide a means for the study of concept formation and problem solving by children who have access to a large amount of information.

Summary: The primary purpose of this project is to research guidelines for creating inductive social science curriculum materials which children can administer themselves and which teach the application of modes of inquiry of the social sciences in the analysis of cultural problems and patterns. The system itself consists of thousands of modules of information arranged on the model of the Human Relations Area File. Included are readings, tapes, slides, pictures, maps, charts, graphs, and dramatizations relating to selected communities representing certain world cultures. Cultures involved are a Pueblo culture and community, a New England, English, French, Spanish, and a 13th Century English castle community. To date research has been conducted on developing instructional systems that will lead students to inquire into these cultures.

Grade Level: Elementary

Subject Area: Social Studies - Cultures

Published Material: Contact the director of the project for information concerning the system and its materials.

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Project 82. Providence Social Studies Curriculum Project

Director: Ridgway F. Shinn, Jr., Rhode Island College, Providence, Rhode Island 02908

Purpose: To test and develop the theory that geography and history can be used as the integrating disciplines in the creation of a sequential set of resource units for K-12 social studies program.

Summary: The materials developed by this project include three curriculum guides--one on neighborhoods for K-3, the second on geographical regions for grades 4-7, and the third on civilization for grades 8-12. Included in these guides is the rationale for the program. Also included are the major concepts and generalizations for each grade level plus a content outline for each of the grades.

The resource units--forty of them--contain the grade level outlines and consist of Questions, Suggested Activities, and Materials. Materials for student use are drawn from hundreds of different sources. In order for a school to use any part or grade of the program, it would have to purchase the items listed in the Materials section of the appropriate resource unit. An outline of the scope and sequence is as follows:

Neighborhoods	
K - The Family - Functions and Patterns	)
1 - Man's Basic Needs	)
2 - Analysis of Neighborhood Patterns	)
3 - Analysis of Community	) Integrating
Regions	) Discipline
4 - A Type Study of Regions	) of
5 - An Analysis of One Culture Region: Anglo-America	) Geography
6 - A Comparison of Two Culture Regions: Africa and Latin America	)
7 - Studies of Three Culture Regions: Southeast Asia, Western Europe, and the Soviet	)

Civilizations
- 8 - A Study of Contemporary Civilizations - East Asian, Muslim
- 9 - A Study of Contemporary Civilizations - Indian, Western
- 10 - American Studies - Social
- 11 - American Studies - Economic and Political
- 12 - Issues in Contemporary Societies

) Integrating Discipline of History

Grade Level: K-12
Subject Area: Social Studies
Published Material: Materials in Curriculum Guides and the Resource Units are available from Rhode Island College Bookstore, 600 Mount Pleasant Ave., Providence, Rhode Island 02908. Write for a price list.

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Project 83. Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs

Director: Frank A. Pinner, Michigan State University, East Lansing, Michigan 48823
Purpose: To develop instruments and testing ideas which can be used to investigate various types of social relationships relating to public affairs.
Summary: This project developed no curriculum materials but rather the following instruments or ideas which can be used to investigate:

1. The "displacement mechanism theory" which is used to explain the relationships between emotional patterns and social conflict
2. Conflict orientations
3. The relationship between interest in public affairs and other conflict orientations
4. The homogeneity or heterogeneity of various social aggregates such as formal organization, cliques, crowds, and schools, with respect to orientations, interest in public affairs, and in-group feelings
5. The relationships between indices of pluralism and conflict orientations as well as interest in public affairs.

Grade Level: All
Subject Area: Public Affairs
Published Material: For information about the availability of the above instruments write the project.

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Project 84. Religion-Social Studies Curriculum Project

Director: Robert A. Spivey, Florida State University, Tallahassee, Florida 32301
Purpose: To provide counsel, guidance, materials, and teacher training designed to improve and enrich the social studies offerings with respect to religion.

Summary: Manual has been developed consisting of 10 studies appropriate to secondary social classes in American History, American government, and problems of American democracy. The titles of the studies are:

1. Why Go to the New World?
2. Conformity or Diversity?
3. The American Revolution: A Religious War?
4. Subsidy or Separation?
5. The Churches on the American Frontier
6. The Negro and the Church
7. Religion: Personal or Social?
8. Ways of Understanding: Science and Religion
9. Conscience or Constitution?
10. America: Protestant or Pluralist?

Grade Level: Secondary
Subject Area: Social Studies
Published Material: Religious Issues in the Social Studies, Vol. I: American Culture
Students' Manual (260 pp.) $3.00
Teachers' Manual (130 pp.) $2.00

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Project 85. Research Program in the Effects of Games with Simulated Environment in Secondary Education

Directors: Michael Inbar and James S. Coleman, Center for Study of Social Organization of Schools, The Johns Hopkins University, Baltimore, Maryland 21218

Purpose: To develop and determine the effects of project-developed games with simulated environments in secondary social studies education.

Summary: This project has developed the following simulations:

Democracy -- Simulates the processes involved in representative government. 6 to 11 players. 30 minutes playing time. Cost is $6.50.

Life-Career -- Simulates specific features of the labor, education, and marriage "markets" as they now operate in the U.S. and a future projection indicates they will function in the future. 2 to 20 players. 1 to 6 hours playing time. Cost is $35.00.

Consumer — Simulates the problems and economics of installment buying. Players learn to calculate various types of interest and to negotiate contracts. 11 to 34 players. 1 1/2 to 2 1/2 hours playing time. Cost is $30.00.

Economic System -- Simulates basic features common to many economic systems. Players assume roles, e.g., worker, farmer, or manufacturer. 7 to 13 players. Playing time 2 to 4 hours. Cost is $25.00.

Community Disaster -- Simulates a community hit by disaster. Players are assigned roles that have a dual responsibility, to a family and to the community. 6-16 players. 2 to 6 hours playing time. Cost is $30.00.

Generation Gap--Simulates the interaction between a parent and an adolescent with respect to issues on which they may have differing attitudes. 4 to 10 players. 1/2 to 1 hour playing time. Cost is $15.00.

The aim of these simulations is to develop simplified models of complex institutions in which students may act in roles they will later occupy.

Grade Level: Secondary

Subject Area: Social Studies

Published Material: Simulations are available from the Western Publishing Co. or they may be purchased from the Social Studies School Service, 10000 Culver Boulevard, Culver City, California 90230.

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Project 86. A Secondary School Social Studies Curriculum Focused on Thinking Reflectively About Public Issues

Director: James P. Shaver, Bureau of Educational Research, Utah State University, Logan, Utah 84321

Purpose: To develop an outline of concepts to be used in the Analysis of Public Issues and to develop teaching strategies for these concepts.

Summary: This project's efforts are organized around the assumption that public controversy is essentially political-ethical controversy. Consequently, the outline of concepts is aimed at the ethical judgment-making process. The project is involved in trying out teaching suggestions that have been developed. In the course of this activity an investigation of the interaction and relationship between and among three basic discussion types--socratic, recitation, and seminar--and the different types of student personality traits that affect the learning of concepts is being conducted.

Materials have been developed and arranged into "teaching bundles." In addition, the "Outline of Concepts for the Analysis of Public Issues" has been published and a "Student Guide to the Analysis of Public Controversy" has been developed.

Grade Level: Secondary

Subject Area: Social Studies

Published Material: No materials are available at this time. Should be published by Houghton Mifflin in 1971. Check ERIC for final report.

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Project 87. Social Sciences: Concepts and Values

Director: Paul Brandwein, Center for the Study of Instruction, Harcourt, Brace & World Bldg., Polk and Geary Sts., San Francisco, Calif. 94109

Purpose: To design and develop a sequential series of materials organized around key concepts and values from the social sciences.

Summary: The project has developed student books for grades one through four. Teachers' guides are also available. Materials for kindergarten and grades five through nine are scheduled for completion in 1970. The project is also preparing a series of short books called "Search Books" which are designed to act as source materials on selected topics. One is to deal with map skills while another is to be concerned with Black History.

Grade Level: K-Nine

Subject Area: Social Studies

Published Material:

SOCIAL SCIENCES/ELEMENTARY

The Social Sciences: Concepts and Values

This series is designed to create a classroom environment in which children may learn to understand human behavior and become responsible participants. The content of the program is drawn from the social sciences--anthropology, sociology, geography, economics, history, and political science--and is structured on five conceptual (cognitive) schemes.

Level 1 - $2.85 (wholesale school price)
Level 1 teacher's edition - $2.85 (wholesale school price)
Level 2 - $3.06 (wholesale school price)
Level 2 teacher's edition - $3.06 (wholesale school price)
Level 3 - $3.90 (wholesale school price)
Level 3 - teacher's edition - $3.90 (wholesale school price)
Level 4 - $3.96 (wholesale school price)
Level 4 - teacher's edition - $3.96 (wholesale school price)
Level 5 - $4.20 (wholesale school price)
Level 5 teacher's edition - $4.20 (wholesale school price)
Level 6 - $4.50 (wholesale school price)
Level 6 teacher's edition - $4.50 (wholesale school price)

SOCIAL SCIENCES/CIVICS AND STATE HISTORIES

American Civics: Revised Edition

A thorough, up-to-date treatment of the United States today for the basic American civics course; includes chapters on federal government, state and local government, citizenship, the American economy, jobs and education, on improving the American way of life, and on problems the United States faces in today's world. Written at 7th or 8th grade reading level.

Text - $4.80 (wholesale school price)
Teacher's edition of workbook - $1.20 (wholesale school price)
Workbook - $1.20 (wholesale school price)
Tests - $0.60 (wholesale school price)
Teacher's Manual and Resource Guide - $0.75 (wholesale school price)

SOCIAL SCIENCES/OTHER COURSES

Anthropology

Designed specifically for high school use, either as a basic textbook or as supplementary material for courses in world history, geography, and sociology.

Text - $3.75 (wholesale school price)
Teacher's Manual - $0.75 (wholesale school price)

Our American Economy: Fourth Edition

Reflects modern economic theory and provides for analytic as well as descriptive learning of economic processes. Included are topics on the growing problems of cities; impact of automation; problems of economic growth in underdeveloped, communist, and democratic societies; and the European Common Market.

Text - $4.35 (wholesale school price)
Teacher's edition of workbook - $1.20 (wholesale school price)
Workbook - $1.20 (wholesale school price)
Tests - $0.60 (wholesale school price)
Teacher's Manual and Resource Guide - $0.60 (wholesale school price)

Psychology: Its Principles and Applications, Fifth Edition

Designed specifically for high school classes, this textbook is balanced in its approach to psychology as a science and as a life-adjustment course.

Text - $4.50 (wholesale school price)
Workbook - $2.10 (wholesale school price)
Teacher's manual and Objective Tests - $0.60 (wholesale school price)

All prices given are subject to change.

All books may be ordered through Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

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Project 88. Social Science Curriculum Study Center (A Sequential Social Studies Course for the Secondary School)

Director: Ella C. Leppert, University of Illinois, Curriculum Laboratory, 1212 West Springfield Ave., Urbana, Ill. 61803

Purpose: To develop the first three courses in a sequential Junior-Senior High School social studies program for the academically able in grades 8 through 10 or the average ability student in grades 9, 10, 11, and 12.

Summary: This project is developing three years of a potential five-year curriculum sequence. As designed the materials may be used either with more able 8th graders, 9th and 10th graders in that sequence, or used with average 9, 10, 11, or 12th-grade pupils. Generally speaking the materials emphasize concepts, generalizations, and inquiry skills and are designed to promote and help students understand the internal consistency that exists in culture. The influence and importance of values to a people and their way of life are stressed. The courses are structured as follows:

Course I - Able 8th graders or average 9th graders
The Family in Society (10-12 weeks)
Economics:
Community Political Processes (8-10 weeks)

Course II - Able 9th graders or average 10th graders
Man's Physical Environment (6 weeks)
Cultural Development (12 weeks)
Western European Civilization (18 weeks)

Course III - Grades 10, 11, or 12
Sub-Saharan Africa (12-15 weeks)
South Asia-India (12-15 weeks)
Russia and the Soviet Union (12-15 weeks)

Grade Level: 8 through 12
Subject Area: Interdisciplinary-World History, Social Studies
Published Material:

		SM	TM
Course I			
Unit I	Family in Society	$ .90	$1.50
Unit II	Economics: Choice Making	2.50	5.00
Unit III	Political Unit	.65	.95
Course II			
Unit I	Physical Environment	.50	.75
Unit II	Cultural Development	1.50	2.75
Unit III	Classical Civilization	2.50	3.50
Unit IV	European Civilization	4.90	5.50
Sub-Sahara Africa		4.65	6.40
India		3.00	4.00
Soviet Union		--	--
Japan		--	--

Write project for published units.

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Project 89. Social Science Education Consortium (SSEC): Research and Development for Grades K-12

Director: Irving Morrissett, 1424 North 15th St., Boulder, Colo.
Purpose: To encourage and facilitate the development and use of innovative materials, methods, and techniques in the teaching of social sciences in the elementary and secondary schools.
Summary: The Consortium sees its major function as that of increasing the flow of information and communication covering the social studies. In order to help carry out this function the Consortium has done the following:

1. Published and made available some 20 monographs and articles mostly written by leading social studies experts. Titles range from Economics by Lawrence Senesh to Student Values as Educational Objectives by Michael Scriven.
2. Developed and made available the Curriculum Materials Analysis System (CMAS) by Irving Morrissett and William Stevens. This is an organized systematic method for analyzing materials ranging from a single textbook to an entire curriculum. Analyses of many of the major social studies project materials have been made using the CMAS and are available from the SSEC for a modest charge.
3. Maintains a library or resource center of almost all materials developed by the various social studies projects. The library may be used by teachers or anyone else.

4. Publishes a Newsletter which explains the Consortium's current activities. It may be obtained upon request.

5. Sponsors conferences, training sessions, interproject visits to facilitate communication and knowledge flow concerning the social studies.

Grade Level: Elementary-Secondary

Subject Area: Social Science

Published Material: Write the Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302, for the Newsletter and a complete listing of all materials it has available.

* * *

Project 90. Social Science Teaching Institute

Director: Daniel Jacobson, Michigan State University, East Lansing, Michigan

Purpose: To encourage and enlist the efforts of social studies teachers, social scientists, and other educators interested in improving the quality of social studies teaching and materials in the public schools.

Summary: At the present time no information is available on the activities of the project.

In its first year, carried out a survey of Midwestern states for state curriculum requirements in the social studies and course content in social studies as drawn from a random sample of schools. Developed several survey instruments to be used with teachers.

Grade Level: K-12

Subject Area: Social Studies

Published Material: Write the project director.

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Project 91. Social Studies Curriculum Center (SSCC)

Director: Roy A. Price, 409 Maxwell Hall, Syracuse University, Syracuse, N.Y. 13210

Purpose: To identify major social science concepts and translate them into instructional practices for grades five, eight, and eleven.

Summary: This project has developed both student classroom materials and position papers explaining its ideas. The availability of classroom materials can be determined by writing the Center.

The project has identified 34 concepts that have been structured into 18 Substantive Concepts, 5 Value Concepts, and 11 Method Concepts. Position papers include:

Major Concepts for Social Studies - Outlines the 34 basic concepts identified by the project.

Major Concepts for the Disadvantaged - Detailed outlines and teaching strategies for a number of concepts.

Social Science Concepts in the Classroom by Verna Fancett. An introduction to the concept approach.

Grade Level: Five, eight, and eleven

Subject Area: Social Science
Published Material: Major Concepts for Social Studies by Price, Hickman, and Smith, 1965, $1.50; Social Science Concepts in the Classroom by Verna Fancett, 1968, $1.50.

Prices of other publications and materials may be obtained from the Center.

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Project 92. Social Studies Curriculum Development

Director: Mable Melby, 807 Broadway, N.W., Minneapolis, Minn. 55413

Purpose: To develop teaching materials and units that do the following:

1. Promote academic and group-type skills
2. Promote basic understandings of discipline-oriented concepts and generalizations
3. Promote thinking abilities
4. Promote attitudes and values that are necessary to constructive human relations

Grade Level: K through six
Subject Area: Social Studies
Published Material: For information about the teaching materials write the Project director.

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Project 93. Social Studies Curriculum Program (SSCP)

Director: Peter B. Dow, EDC Social Studies Curriculum Program, 15 Mifflin Place, Cambridge, Mass. 02138

Purpose: To develop elementary and secondary curriculum sequences that are based on man's experience and his common or unifying characteristics. An interdisciplinary approach is being utilized.

Summary: EDC has developed the following two courses and materials:

1. Man: A Course of Study (MACOS) – A course designed for the intermediate school level in which human beings and their cultures are studied. Consists of 23 booklets containing many different types of materials. Elaborate set of films, pictures, games, phonograph records have been developed to accompany the course. In order to purchase the materials, teachers have had to attend workshops in regional centers. While containing a great deal of factual information, the course is based on the idea of students developing their own generalizations about man.

2. From Subject to Citizen - A course originally designed for the junior high in which the development of American political traditions are traced and studied. There are five units of which only four have been available.

I "Queen Elizabeth: Conflict and Compromise"
II "The King vs. the Commons"
III "The Emergence of the American" (not available)
IV "The Making of the American Revolution"
V "We the People"

This course is constructed out of primary materials, stories, and documents and involves the use of simulation, role playing, and the like. Materials are probably not appropriate for slower students.

EDC is developing the following which are in varying states of development:

I. Inventory the Western World - a junior high course designed to study and explore the values, political ideas, and cultures of western civilization.

II. The American Experiment - a ninth-grade American History course.

III. The Afro-American - A 12-week unit dealing with the black-white race in the USA.

IV. Modernization - a course dealing with the process of change and modernization and its effect upon cultures.

Grade Level: K-12

Subject Area: Social Studies, American History, World Cultures, Civics

Published Material:

Man: A Course of Study (grade five). Published by Curriculum Development Associates, Inc., Suite 414, 1211 Connecticut Ave., N.W., Washington, D.C. 20036. Sample set for Preview (23 student booklets and 8 teachers' guides)... $13.00

Man in the Man-Made World (grade six). First materials will be tested in 1971; information on course available at that time.

Conflict and Change (formerly Inventing the Western World) (grade seven). Contact Richard Dollase, Director, Conflict and Change, EDC, 15 Mifflin Place, Cambridge, Mass. 02138.

From Subject to Citizen (grade eight). This year-long course of study organized around questions of power and change in power is being published by: K DI Instructional Systems, Inc., 1810 Mackenzie Drive, Columbus, Ohio 43221

The American Experiment (grade nine). No materials available.

Black in White America: The Struggle for Identity and Power (grades nine-twelve). Write Director, Black in White America, EDC, 15 Mifflin Place, Cambridge, Mass. 02138

The Afro-American (grades nine-twelve). Write Director, The Afro-American, EDC, 15 Mifflin Place, Cambridge, Mass. 02138

Exploring Human Nature (secondary school level). No materials available.

Modernization (grade ten). No materials available.

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Project 94. Social Studies Curriculum Study Center (Sequential Curriculum on American Society, Grades 5-12)

Director: John R. Lee, Northwestern University, Evanston, Illinois 60201

Purpose: To develop materials to implement a new approach to the study of American society.

Summary: Project is to produce materials to implement a new approach to the study of American society. Aim is to develop a sequential curriculum which will avoid much of the current repetition.

Grade Level: 5-12

Subject Area: Social Studies

Published Material: Write the director.

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Project 95. Social Studies Project of the APSA

Director: American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036

Purpose: To assist elementary and secondary teachers, curriculum coordinators, and school administrators with curriculum development and training programs.

Summary: Inasmuch as this is a research project, no student or curriculum materials have been developed.

Grade Level: Elementary and Secondary

Subject Area: Political Science, Civics

Published Material: Write the project for information.

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Project 96. Social Studies Project, Intermediate Elementary Grades

Directors: William Hollman and Frank Caplan, Edcom Systems, Inc., 145 Witherspoon St., Princeton, New Jersey 08540

Purpose: To develop instructional materials and a curriculum that utilizes self discovery and involvement on the part of the student.

Summary: Twenty school districts in New Haven, Annapolis, Princeton, and New York were to have pilot tested the materials and courses developed under the auspices of this project. The emphasis has been upon manipulation, self discovering materials for the educationally disadvantaged. The following were to have been developed and tested:

1. A Systems Approach to Global Learning with a 30-inch contoured relief globe made out of washable, unbreakable polyethylene. This is a student laboratory approach to geographic learning. A Globe Operations Lab is also available.

2. A sound and sight and rear-view projector system utilizing cartridges. Programs covering Story Telling, News for Schools, and science and history mini documentaries to be available on a ten-month subscription basis.

3. Man: A Study in Adaptation. A fourth-grade course of five units: family and child rearing, technology, life cycle, land use and tenure, and political organization. Use is made of manipulative materials, sound data banks, and educational games. Students study such cultures as the Arandas of Australia, Polar Cultures, and Niger Delta Cultures.

Grade Level: 4-6

Subject Area: Social Studies

Published Material: "Space, A Study in Human Adaptation"

200 sets of a trial edition of EDCOM's innovative 4th Grade Social Studies project are available in November 1969, to teacher training and curriculum research centers. Included in the course are six cultures carefully selected to illustrate the variability of man's adaptation to environment. These include a study of Environment, the Kikuyus, the Benin, the Aranda, the comparative study of Eskimos, and the Zinacantan, as well as Nacirema (American spelled backwards), sufficient for 32 weeks of study. Teacher manuals accompany each unit. Most of the student materials are printed in multicolors on heavy board, cloth, or plastic. All units are packed in their own reinforced fiber carrying case with handles.

Trial Edition of 4th Grade Social Studies Project FOB Princeton, New Jersey - $450.00.

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Project 97. Sociological Resources for Secondary Schools (SRSS)

Director: Robert C. Angell, 503 First National Building, Ann Arbor, Michigan 48108

Purpose: To design, create, evaluate, and have published sociological materials for use in secondary schools.

Summary: A three-part project emphasizing the development of social inquiry materials that are designed to involve students in the study of social phenomena. The materials are of three types:

Episodes in Social Inquiry Series. Field tested study units utilizing inquiry techniques. Each episode includes readings, statistical tables, diagrams, and pictures. There is an instruction guide for each episode.

Readings in Sociology Series. A series of six paperbacks containing works of professional sociologists especially rewritten for high school students. The first four books deal with urban problems.

Inquiries in Sociology. A semester sociology course emphasizing an inquiry approach and sociological methodology. This was tested in 222 schools and is now undergoing editing by the publisher.

These are defined as sets "of instructional materials designed to provide a brief but dramatic and enlightening firsthand encounter with social data."

Episodes tend to be for average and above. Paperbacks for above average.

Grade Level: Nine through twelve

Subject Area: Sociology, Psychology, American History, Political Science

Published Material: Allyn and Bacon, Inc. in Rockleigh, N.J. 07647; Atlanta, Georgia 30324; Dallas, Texas 75202; and Belmont, California 94002.

Episodes in Social Inquiry Series. Each of the episodes has both a student text and an instructor's guide (which includes a suggested teaching schedule). The student texts are sold only in sets of ten (one episode title per set). Instructor's guide is free with each set.

1. Leadership in American Society: A Case Study in Black Leadership. Net price per set $5.73.
2. The Incidence and Effects of Poverty in the United States. $5.73 per set of 10
3. Images of People. $3.63 per set of 10
4. Testing for Truth: A Study of Hypothesis Evaluation $3.63 net per set of 10
5. Social Mobility in the United States (to have been published in July of 1970)

All from Allyn & Bacon, Rockleigh, N.J. 07647

Optional overhead transparencies exist for Episodes on "Poverty" and "Images." From Film Central, 373 West Bennett, Saline, Michigan 48176

First four titles in the paperback series, Readings in Sociology, were to have been published in July and August of 1970. Each has 20 readings that examine the topic. Prices to be announced.

July 1970 Life in Families
Racial and Ethnic Relations
Cities and City Life
Delinquents and Criminals: Their Social World

Paperbacks to be published later this year (1970) and in 1971.

Inquiries in Sociology is a hardback still being tested and revised. Approximate date of publication is 1972.

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Project 98. Sounds of Society: A Demonstration Program in Small Group Inquiry

Directors: B. J. Chandler and Frederick D. Erickson, School of Education, Northwestern University, Evanston, Ill. 60201

Purpose: To investigate informal language behavior by a comparison of inner city and suburban young people's language style in discussing the importance of popular song lyrics.

Summary: This is a research project and hence no student materials have been developed. The project was designed to provide a framework within which effective communication could take place between young people and the discussion leaders. Through the use of discussion in informal small groups participants were to have developed an increased awareness of the interrelatedness of social events. The project was also designed to elicit a view of the dynamics of small group inquiry that develops in groups of lower-class black youth and middle-class white youth.

Grade Level: Open

Subject Area: Open
Published Material: Sounds of Society: A Demonstration Program in Group Inquiry, Final Report, U.S. Department of Health, Education, and Welfare, available from Frederick D. Erickson, School of Education, Northwestern University, Evanston, Illinois 60201.

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Project 99. SPEEDIER

Director: Thomas S. Hamil, 101 West Cherry St., Palmyra, Pa. 17078
Purpose: To meet the rapidly changing educational needs of four county school districts by providing research, planning, and implementation services to the students, teachers, and administrators of those areas.
Summary: This project sponsors three reading workshops, a linguistic workshop, an elementary social studies pilot project, a "Fenton Social Science Pilot Project," a program of continuous progress in the language arts, a research dissemination effort, and a consultant service program. Occasional newsletters are published.
Grade Level: All
Subject Area: Social Studies and Language Arts
Published Material: Not involved in development of new materials. Major responsibility is research into previously developed materials and design and plans for implementing these into schools in the way they were designed to be used.

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Project 100. A Study of Effectiveness of Different Methods of Teaching International Relations to High School Students

Directors: Dale M. Garvey and William Seiler, Kansas State Teachers College, Emporia, Kansas 66801
Purpose: To measure the effectiveness of simulation as an instructional technique in comparison with the lecture-discussion method.
Summary: This project produced no student materials, since it was strictly a research project. For its findings contact the director for a summary report. For the complete report consult ERIC.
Grade Level: Twelve
Subject Area: American Government
Published Material: Mailing address: Kansas Educational Simulation Center, Division of Social Sciences, Kansas State Teachers College, Emporia, Kansas 66801
Dale M. Garvey, "A Preliminary Evaluation of Simulation." Paper presented at 46th Annual Convention of National Council for the Social Studies. Available locally free.
Dale M. Garvey. "Simulation, Role-Playing, and Sociodrama in the Social Studies." Emporia State Research Studies XVI (Dec. 1967) No. 2. Single copy available locally free; or from ERIC Document

Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. Document ED 028 102. Microfiche: 25¢; Hardcopy, $1.75.

Dale M. Garvey and William H. Seiler. "A Study of Effectiveness of Different Methods of Teaching International Relations to High School Students." Final Report Cooperative Research Project No. S-270 funded by U.S. Dept. of Health, Educ., and Welfare, Office of Educ. Emporia: Kansas State Teachers College. Available from: ERIC Document Reproduction Service, Bell & Howell Company, 1700 Shaw Avenue, Cleveland, Ohio 44112. (Report compares simulation with lecture-discussion method.) Document Ed 010 007. Microfiche 27¢; Hardcopy $6.48.

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Project 101. A Study of the Objectivity of Materials Used in Current Events Instruction in Secondary Social Science Classrooms

Director: William T. Lowe, School of Education, Cornell University, Ithaca, New York 14850

Purpose: To determine the objectivity of materials used in current events instruction in secondary school social studies classrooms.

Summary: This was a research project in which no student materials were produced. For the complete report consult ERIC.

Grade Level: Secondary

Subject Area: Social Studies

Published Material: The project has exhausted its supply of reports. Abstract of project is available in Research in Education, May 1968, Vol. 3, No. 5. The study is also available on film through the ERIC network, ED 014-796.

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Project 102. Survey of Asian Studies in Secondary Schools in New England

Director: Allan B. Cole, Fletcher School of Law and Diplomacy, Tufts University, Medford, Mass. 02155

Purpose: To review and analyze the Asian studies programs in New England secondary schools; to identify the curricular needs of those schools, and to recommend ways of meeting them.

Summary: No student materials were developed by this research project. The final report may be obtained from ERIC.

Grade Level: Secondary

Subject Area: Asian Studies

Published Material: Consult ERIC.

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Project 103. Survey of Printed Materials on Conservation Education

Director: Carl S. Johnson and Charles Damback, School of Natural Resources, Ohio State University, 124 West 17th, Columbus, Ohio 43210

Purpose: To survey and report on free printed materials for conservation education.

Summary: This project produced only a final report to the U.S. Office of Education which was completed in early 1967. Consult ERIC for information about the report and its conclusions.

Grade Level: K-12

Subject Area: Conservation Education

Published Material:

1. Conservation - Materials Conservation: A report to the CEA, 1967.

2. La Comunicación De La Conservación De Los Recursos Naturales - Evaluacion sobre los materiales de publicación gratuitos y de poco costo, para lograr su mayor eficacia. A paper to the Latin American Conference on Natural Resources, San Carlos de Bariloche, Argentina, 1968.

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Project 104. Taba Curriculum Development Project—Development of a Comprehensive Curriculum Model for Social Studies, Grades 1-8

Director: Norman E. Wallen, Education Building, Room 10, San Francisco State College, San Francisco, California 94132

Purpose: To develop a comprehensive sequential social studies curriculum for grades one through eight.

Summary: This project has attempted to develop a curriculum designed to do the following:

1. Develop thinking skills
2. Assist in the acquisition of selected knowledge
3. Assist in the formation of selected values and attitudes
4. Develop those academic and social skills necessary to achieve the first three objectives.

The tangible results of this project are a series of teachers' guides for grades one-eight. Major objectives of this curriculum are stated in terms of observable behaviors. Included are specific examples of the kinds of behavior desired. Each of the teachers' guides has a master list of the overall objectives but with more complex objectives for each succeeding year of the curriculum. There are two sets of teaching strategies: one for teaching cognitive skills and another for teaching affective learning, e.g., attitudes, interests, and values. In order to present any particular course in the series, considerable materials have to be assembled. In addition, teachers will need preparation in order to teach this curriculum. The course sequence is as follows:

Grade 1: The Family
Grade 2: Communities Around Us
Grade 3: Four Communities Around the World
Grade 4: Our State - A Changing Society
Grade 5: U.S. and Canada - Societies in Transition
Grade 6: Middle and South America
Grade 7: Growth and Development of Western Civilization
Grade 8: Growth of the American Nation

Any portion or separate course in the curriculum may be used by itself as may parts of a particular course. A rationale handbook is also available.

Grade Level: K-8

Subject Area: Social Studies

Published Material: All of the above guides have been published by Addison-Wesley Publishing Company, Inc. Cost is about $3.60 each. In addition a rationale entitled Taba Teachers Handbook for Elementary Social Studies at $3.60 is available.

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Project 105. Task Force on Minority Cultures

Director: Christian K. Skjeruold, Work Opportunity Center, 107 S.E. 4th St., Minneapolis, Minn. 55414

Purpose: To encourage, support, and provide teaching-learning situations through which students show growth in their ability to relate to each other.

Summary: This project is supposed to have developed some fifteen to twenty units called micro-units, each requiring from four to five hours of instruction to complete. The units deal with minority cultures and were to have been available late in 1969.

Grade Level: 4, 5, 7, 9, and 12

Subject Area: Minority Cultures

Published Material: Write to the Director for information about the availability of these micro-teaching units:

Americans All, Grade 4
Immigrants All, Grade 4
Human Rights, Grade 4
American Mosaic, Grade 4
Human Understanding: American Indians, Grades 4-5
Contributors to America's Greatness, Grades 4-5
Afro-American Contributors: An Expandable Micro-Unit and Ideas for Expanding the Expandable Micro-Unit, Grade 5
What Is a Democracy? Grade 5
The Myth of the Negro Slave, Grade 5
Who Is a Patriot? Grade 5
Suggestions for Learning Episodes in Intercultural Education, Grades 4-5
Africa: Historic Past to Promising Future, Grade 7
The Legacy of Racist Oppression (1955-Present), Grade 9
The New Mood of the Black American, Grade 9
The First Americans: Yesterday and Today, Grade 9
The Negro in the Free States: 1790-1860, Grade 11
The American Dream - And The Future, Grade 12
When Groups Meet, Grade 12
Society in Crisis: Discussion Perspectives, Grade 12
Modern Issues: The American Indians, Grade 12
Contacts on the Frontier, Grade 8
The New Mood of the Black American: Perspectives for Teachers

Project 106. Tri-University Project in Elementary Education—Social Studies

Directors: Phillip Bacon and John Jarolimek, 406 Millon Hall, University of Washington, Seattle, Washington 98105

Purpose: To provide training for teacher preparation, secondary teachers and elementary teachers, through a series of advanced study institutes.

Summary: In this three-university project, New York University, University of Nebraska, and the University of Washington, which is attempting to improve and promote elementary social studies instruction, the primary product insofar as social studies is concerned is a series of publications by various participants in the project. Many of these publications have appeared in Social Education and The College of Education Record of the University of Washington.

Grade Level: Elementary

Subject Area: Social Studies

Published Material: Consult the index of Social Education or The College of Education Record for the above-referred-to articles.

* * *

Project 107. The Use of Electronic Computers To Improve Individualization of Instruction Through Unit Teaching

Director: Robert S. Harnack, State University of New York at Buffalo, Department of Curriculum Development and Instructional Media, 220-A Foster Hall, Library Circle, Buffalo, New York 14214

Purpose: To encourage and aid individualized instruction through the use of preplanned suggestions from a computer-based resource unit.

Summary: This project was designed to test the feasibility of utilizing a computer, after it has been fed the necessary information, for developing an individualized instruction program for each individual pupil. The computer printout for each student is based on the specific instructional objectives for the entire class, the objectives for each individual pupil, and the individual personal characteristics of each pupil. Following the insertion of this information, the computer generates a curriculum outline or guide and a content outline, suggestions for class activities (small or large group discussions or both), recommended instructional materials and evaluation devices for each objective chosen for each pupil plus specific suggestions for individual instructional activities and materials. The project programmed its computer (at least an IBM 360 F 30 with one tape drive, one 2311 disc drive and one line printer is needed) to produce curriculum guides in the following areas:

Grades 1-3 The Market Place
1-3 Living with Neighbors
3 Communications; Foods; Transportation
4-6 Man and His Culture
10 Manifest Destiny; U.S. Constitution; World War II
10-12 U.S. Policy and World Affairs

Grades 11 American Civilization in Historic Perspective; The American People
11-12 Transportation's Influence on U.S. Development

The project produced no student materials. In order for a school to use the resource guides, a computer with at least the above capabilities is needed. Programs are printed in DOS COBOL and Basic Assembler Language.

Grade Level: Elementary and Secondary
Subject Area: Social Studies
Published Material: Contact the director for more detailed information.

* * *

Project 108. Washington University Elementary Social Science Project (Development of a Model for the Metropolitan St. Louis Social Science Center)

Directors: Harold Berlak and T. R. Tomlinson, Metropolitan St. Louis Social Studies Center, Washington University, St. Louis, Missouri 63130

Purpose: To develop a new elementary social science curriculum which will provide students with an understanding of democratic institutions, processes, and principles.

Summary: This project is developing materials that will attempt to provide students in the elementary school with a basic understanding of democratic principles, processes, and institutions. In addition, the project hopes, with its materials, to develop in students the necessary analytical strategies for dealing with social and political controversy while at the same time developing a concern and interest among students in public policy issues facing the local, state, and national communities. Materials being developed are:

Grade 4 - Change and Stability in Rural and Urban Mexico
Urban Renewal in Lagos, Nigeria
Community Development in India
Life in the Soviet Union
Grade 5 - Boston's West End Project
American Neighborhoods in Transition
Relocation and the Navajo
Atomic Power and Bodega Head
Grade 6 - Loyalty in the American Revolution
Kansas and the Homestead Act

Extensive media, including tapes, slide-tapes, and simulations are being developed, also a teacher's guide.

Grade Level: 1-6
Subject Area: Social Studies
Published Material: Write the project for details on the availability of materials.

* * *

Project 109. World History Project

Director: L. S. Stavrianos, Department of History, Northwestern University, Evanston, Illinois 60201

Purpose: To develop curriculum materials in the World History teaching area.

Summary: This was one of the first of the social studies projects to develop and have published student materials. In general, the materials developed by this project utilize an inter-disciplinary approach to the teaching and study of world history. The latest materials developed by the project are a basal World History text, a teachers guide, and supplementary materials. The course is designed for the seventh grade and it traces man's history through five basic technological revolutions, namely, human, agricultural, urban, industrial, and current. These materials were to have been completed by June 1970.

Already completed and published materials include:

Global History of Man. For 10-12 grades. The approach is to start with an analysis of present institutions and conditions and work backwards to their historical sources.

Readings in World History. For 10-12 grades. This collection of readings is correlated with Global History of Man. Considerable use made of primary sources.

Grade Level: 7-12

Subject Area: World History, World Cultures

Published Material: Global History of Man, Allyn and Bacon, Inc. (There is a 1970 edition.)

Readings in World History, Allyn and Bacon, Inc. (There is a 1970 edition.)

Write the project for information about the seventh grade program.

* * *

Project 110. World Law Fund

Director: Betty Reardon, 11 West 42nd St., New York, N.Y. 10036

Purpose: To encourage the study of world order through law and to develop materials to help students study the problem of war and how the present international system must be changed to end war.

Summary: This organization is developing a syllabus dealing with world order and law. It will include a series of readings, case studies, and instructional models. In addition the project made available study guides for three films--Lord of the Flies, Dr. Strangelove, and High Noon--which can be used to initiate discussions of war, law, violence, and world order. The WLF is also working on the development of simulation games.

Grade Level: K-12

Subject Area: World Law, International Relations

Published Material:

Let Us Examine Our Attitude Toward Peace, edited by Priscilla Griffith and Betty Reardon

This is a booklet of readings on the psychological and political barriers to world peace. Each reading is preceded by introductory

comments and followed by discussion questions and activities suggestions. For grades 11-12, paperbound, 47 pp., single copies $1.00.

Peace: The Control of National Power, by Philip Van Slyck, with a preface by Hubert H. Humphrey

This book forms the core of a one-semester course on problems of world order. (A detailed plan for the course is currently available in preliminary draft.) The author reviews the achievements and limitations of the United Nations in controlling international violence and reveals the challenges the organization must face if it is to become an effective guardian of world peace. The work is organized into nine sessions, each with questions and a bibliography. For grades 11-12, paperbound, 186 pp., single copies $1.75.

The Thorpe Syllabus - "The Problems of Peace and War in the Modern World," by Gerald L. Thorpe

This is a unit on international relations, focusing upon the control of international violence. The unit utilizes case studies, system models, and simulation techniques as devices for identifying and clarifying some of the salient problems connected with the maintenance of international stability and a lawful world community. For grades 11 and 12, single copies $.50.

Peace Is Possible, edited by Elizabeth Jay Hollins

A reader on world order with a Study Guide by Robert S. Hirschfield focusing on the eradication of war as an accepted human institution; it brings together selections by scientists, economists, religious leaders, psychiatrists, lawyers, scholars, and leading figures in the political life and thought of our time. For grades 11-12, paperbound, 350 pp., single copies $2.00.

The Hat, an award-winning film produced for the World Law Fund by John and Faith Hubley

This is a film to provoke classroom discussion which is delightful and entertaining as well as effective in raising questions about the need for a world legal authority. Its story concerns two soldiers patrolling a border, one of whom drops his helmet into the other's territory, ultimately giving rise to a lively exchange on alternatives to war and the requirements for a better world system. For grades 6-12, 18 min., animated color; Sale $260.00; Rental $24.00.

* * *

Project 111. World Studies Inquiry Program

Directors: Robin J. McKeown and John Michaelis, School of Education, Tolman Hall, University of California, Berkeley, Calif. 94720

Purpose: To develop social studies inquiry oriented materials for junior and senior high school pupils who have reading problems.

Summary: This project has produced three paperback student texts of approximately 160 pages each. The books treat Latin America, Asia, and Africa and are written on the fifth-grade level as measured by the Dale-Chall formula. Each of these books contains 25 single-class lessons. The general format of the lessons is an introduction by a picture essay or short description of the topic followed by a short reading

which explains and expands upon the topic. Total time for reading these two sections of the lesson is from 15 to 25 minutes. Multiple choice questions followed by group discussion questions complete the lesson. This latter exercise is especially designed to confront the individual student with relevant problems and for him to respond to the challenge. Topic selections of this series are especially good for use with lower economic groups in both rural and urban schools. A teacher's manual is available.

Grade Level: Junior-Senior High (especially poor readers)
Subject Area: History, Geography, Political Science, Social Studies
Published Material: Publisher is Field Education Publications, Inc., 609 Mission, San Francisco, California 94105
Africa, 1969
Asia, 1969
Latin America, 1969
Teacher's Guide: Africa, 1969
Teacher's Guide: Asia, 1969
Teacher's Guide: Latin America, 1969

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